

McGRAW-HILL SERIES IN EDUCATION

HAROLD BENJAMIN, *Consulting Editor*

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*Secondary School Activities*

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# *SECONDARY SCHOOL ACTIVITIES*

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McGRAW-HILL BOOK COMPANY, INC.

New York      Toronto      London

1914

## **SECONDARY SCHOOL ACTIVITIES**

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***Library of Congress Catalog Card Number 54-7357***

*To*  
*Alma G. and Clara B.*



## *Preface*

Now that the student activity program is recognized as an essential, vital, and extensive part of the secondary school curriculum, it is important to review the great mass of experimental, practical, and theoretical periodical material in the field and to set forth a comprehensive, unified, and practical treatment of the subject. This the authors have attempted to do out of their combined experience of over half a century in the college classroom and in the actual direction of student activities in secondary schools. The first two chapters establish the background and general principles upon which student activities in secondary schools are based. The remainder of the book offers specific suggestions for carrying them out.

The authors believe that the activities program of the secondary school represents the spirit of the school and is a reflection of the community. The school offers the students an opportunity to participate in administration through the student council, home room and organized activities. The student council provides opportunity for administrative experience through initiation and control of many features of school life. In it each member shares in the planning, progress and achievements of the school. Through the home room a "family center" is created—the source from which activities flow and where, through guidance, proper relationships are established between the boys and girls of the group. Through the clubs, organizations, and activities which spring from the subject-matter fields or which are closely related to the departments of the school, student interests, hobbies, and appreciations are given a chance for expression. The assembly, the heart of the school, affords an opportunity for demonstration and display of the many and varied abilities and activities of the student body as a whole, culminating in the commencement program, which, besides providing an outlet for expression, brings together the community and its schools. Closely allied with the assembly and an invaluable adjunct to it is the music provided by the school band, orchestra, chorus, glee clubs, and choir—all of which present many opportunities for discovering and developing budding talents.

For the purpose of publicity, moving pictures of the school's activities provide a lasting storehouse for recording the story of the school's progress and achievements. In addition, by example, they do much to help establish

proper habits and procedures which assist materially in the continuing administration of the school.

Physical education is a many-branched arm of the activities program. Through its athletic activities it has its own vital means of securing public recognition, through games, exhibitions, and intramural activities. In addition, the income from games and sports furnishes a source of revenue and provides experience for students in handling school funds, under the supervision of the commercial department.

The radio, public-address system, and television link the school and the community by providing a further opportunity to promote good speech, music, and the manipulative skills of the student body.

School publications afford an opportunity to unify the school and the community through the school's newspaper, magazine, and the senior class record, or yearbook. In the preparation of the school's handbook, the student body again has the opportunity to participate in the formulation of school policy and procedure.

The departments of speech, drama, debate, and discussion provide the students with many opportunities to appear before the public in a number of ways. In this connection, the authors recommend the point system used in many schools as a device for evaluating activities and for regulating student participation in them.

Where the burden of responsibility imposed upon sponsors of clubs, sports, organizations, and other activities has far outweighed the teaching schedule, many school systems have found ways and means of reimbursing teachers or equalizing the teaching load. To secure the most vigorous type of activity program and to realize all the possibilities for self-government and self-expression, the relationship between the principal and his faculty must be one of trust and confidence. The principal may find it profitable to accede to the proposals of sponsors, even though at times they may seem beyond realization. When the principal reposes confidence in his student body and in the activity sponsors, and when he approaches the program with understanding, appreciation, and imagination, esprit-de-corps will be achieved. The sponsors, too, must display this same give-and-take spirit among their groups and refrain from "I told you so" when the students' objectives are not attained.

The authors hope that *Secondary School Activities* will give the reader an understanding of the place of student activities in secondary schools and that it will show the justification for this position; that it will prove helpful to heads of private and parochial schools, both boarding and day, by showing how the program can be developed to meet their special needs; and that sponsors will find specific helps in setting up, conducting, and evaluating activities. We hope also that the book will show the continuity of the educational process—that the school is only one of many educa-



tional agencies in the community, and what the place of the school among these agencies is; and finally that the book will prove an incentive to the continued and thoughtful evaluation of secondary school activities to the end that they may continue to develop in vitality and to achieve their chief purpose—the development of the free, responsible, self-motivated, democratic American citizen.

We wish to express our personal thanks to all those persons, schools, classes, and organizations which have assisted in any way in the preparation of this publication: in particular to the members of the classes in secondary school activities in the University of Pennsylvania, Bucknell University, and the extension classes in Williamsport, Lewisburg, and Harrisburg; to Dean E. D. Grizzell, University of Pennsylvania, for encouragement and helpful suggestions; to Russel B. Christian for his criticism on music; Charles Horn and James Williams for their aid in research; Oscar Granger of Haverford Township Senior High School, and Mary Carter of Radnor Township High School for criticisms of chapters on administration and student government; Paul Elicker and Walter Hess of the National Association of Secondary School Principals for their assistance and encouragement; Kenneth R. Peters, Principal, Beverly Hills, Calif.; Frank Misner, Principal, Bronxville, N.Y.; Roberta Sheets and Fred J. Kluss, Principal, Cedar Rapids, Iowa; Leon Miller, Secretary, National Thespian Society, Cincinnati, Ohio; Everett V. Jeter, Principal, Chatham, N.J.; Supt. Lloyd W. Ashly, Cheltenham Township, Elkins Park, Pa.; Islay F. McCormick, Secretary General, Cum Laude, Inc., Deerfield Academy, Deerfield, Mass.; John J. Carey and Helen A. Anderson, Administration Building, Denver, Colo.; Mary Ann French, National Honor Society, Eastern High School, Washington, D.C.; Marion L. Underwood, Director of Drama, Glendale High School, Glendale, Calif.; Leslie R. Severinghouse, Haverford Preparatory School, Haverford, Pa.; Mrs. Doris M. Marshall and C. M. Dyren, Principal, Helena, Mont.; Mary E. Mead, Principal, Washington Irving High School, New York City; R. W. Bell, Principal, Jenkintown, Pa.; Supt. Burt L. Dunmore, Kittaning, Pa.; Supt. Lee M. Thurston, Lansing, Mich., for camping report; George Gilbert, Principal, Lower Merion Senior High School, Ardmore, Pa.; Madeline S. Long, Director of Speech, Minneapolis, Minn.; L. H. Bradford, Principal, North Arlington High School, West Arlington, N.J.; W. S. Barton, George School, Newton, Pa.; James J. Keency, Norwalk, Conn.; Mrs. Esther Moyer, Risley Junior High School, Pueblo, Colo.; Mildred Hahn, Director of Speech, Senior High School, Reading, Pa.; Mrs. Guinevere Dickinson, Director of Speech, William Fleming High School, Roanoke, Va.; Principal McEwan, Riverside High School, Riverside, Calif.; L. R. Thrailkill, Director of Student Activities, Shaker Heights, Ohio; Marguerite Flemming of the St. Louis Schools, St. Louis, Mo.; T. H. Broad, Principal, Daniel Webster

High School, Tulsa, Okla.; Junior Chamber of Commerce, Tulsa, Okla.; Supt. John Tyson and Carl Hamsher, Upper Darby High School, Upper Darby, Pa.; Roberta Scibert, Webster Grove High School, Webster Grove, Mo.; Arthur R. Partridge, Principal, Winfield, Kans.; Matthew Gaffney, Principal, New Trier Township High School, Winnetka, Ill.; Harry Creutzberg, *School Nite*, Wayne, Pa. All of the above have been most liberal in offering photographs, ideas, and possibilities for the volume.

We also wish to thank the following for generous permission to quote from their writings: E. D. Grizzell, Edward B. Berge, John H. Archer, E. H. Riesner, Galen Jones, Paul E. Elicker, W. P. Fink, William Grimshaw, Elizabeth McHose, C. O. Arndt, S. Everett, Harold H. Punke, E. G. Johnston, R. C. Faunce, Orval C. Husted, Earl C. Witbede, Paul B. Nelson, Harry Wood, Jr., and M. M. Chambers. Specific references to these authors is made in the body of the text.

Our gratitude is also extended to the following for their untiring and meticulous typing: Mrs. Earl W. Bennett, Mrs. Bruce Bailor, Mrs. Joan M. Doran, and Miss Carol Sue Zimring.

FREDERICK C. GRUBER  
THOMAS BAYARD BEATTY

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## CHAPTER 1

### *Importance of Student Activities in Secondary Schools*

#### DEVELOPMENT OF STUDENT ACTIVITIES

The first formal beginnings of secondary education constituted a kind of activities program. Athletic exercises were educational fundamentals in Persia, Sparta, Athens, and Rome. The Olympic games and other festivals which occurred with considerable frequency and regularity from the eighth century B.C. to the fourth century A.D. gave opportunities for competition in sports, music, dancing, and poetry on an amateur level. From the age of twelve, Spartan boys ate at public tables and were divided into companies which were ruled over, often tyrannically, by older boys, called *heirens*, who were appointed by the elders. Each public table seated fifteen and formed a club to which members were admitted only by unanimous consent. Some of the philosophical schools at Athens elected a senior prefect, or *archon*, every ten days and formed unions for mutual protection and benefit. Of these the *Herecleids* and the *Theseids* are best known.

In the medieval period the basic pattern of student activities remained the same. The Greek chorus was supplanted by the procession of monks, choir boys, and students, many of whom were of senior high school or junior-college age. Student guilds often participated in mystery, miracle, and morality plays, which were performed at cathedrals and in market places.

Students, in the southern universities especially, formed guilds for mutual protection against the townsfolk, and at Bologna even against the professors who were citizens of the town. Other stated purposes of medieval student guilds were the cultivation of fraternal charity, mutual association, and amity; the consolation of the sick and the support of the needy; the conduct of funerals; the extirpation of rancor and quarrels; the attendance and escort of doctoral candidates to and from examinations; and the spiritual advantage of members.

These student guilds, or nations as they were often called, were frequently recognized by Pope, emperor, or bishop in the charters granted

to the universities. In the northern universities, especially at Paris, Cambridge, and Oxford, where the college system flourished, the students were often younger, thus requiring a greater amount of supervision and regulation by the faculty and by the ecclesiastical and civil authorities.

The practice of hazing was popular, especially in the German universities. For example, at Ulm the new student was treated as an unclean beast with horns and tusks which had to be removed by fellow students who also heard his confessions, fixing such penance as a good dinner for the crowd.

Student handbooks were also in vogue. They contained many moral precepts and rules of conduct regarding cleanliness and eating and drinking. Students were enjoined to eat with three fingers and not to gorge or be riotous or boisterous at the table. A most useful part of the medieval handbook was devoted to Latin words and phrases used in everyday life and conversation, since the use of any other tongue was forbidden under penalty. The medieval student also wrote considerable verse describing his life and times, or as a tribute to his benefactor.

Possibly the earliest direct evidence of the participation of the secondary school student in the management of his own school affairs can be found in the statutes framed for Winchester College in England in 1383; they provided for at least three scholars of good character to supervise the other students with regard to their living habits and their progress in study.

Sports in colleges and monasteries were individual in nature and consisted of such amusements as swimming and ball playing. Students were admonished not to play at dice on Sundays, break stones from the wall, or throw anything "over the church."

In the training of the knight such sports as riding and swimming, and the use of sword, spear, and lance, were taught along with the laws of courtesy and the tournament. Courtly manners, speech, and dancing were also essential parts of the education for chivalry.

**The Renaissance.** The Renaissance was marked by an increased interest in man and his natural environment and institutions. Speech activities assumed added importance. An annual public literary exercise with prizes was established at St. Fidelis in Milan in 1572. At about the same time training in oratory became an established practice at Wittenberg, and many of the French schools introduced disputations. The English schools were especially active in this respect, disputation with prizes, graduation orations, and question-and-answer programs being included.

Dramatics were encouraged in England, notably at Shrewsbury, where plays and pageants were presented in the open air, and at Westminster, which carried on for many years the tradition of presenting plays in Latin and English inaugurated by Queen Elizabeth. Other English schools, notably Merchant-Taylor's School, followed a similar pattern. In Germany stu-

dents were encouraged to present original and classical plays in Latin.

Vittorino da Feltre recommended that drawing be encouraged in connection with geometry and natural history. He also considered that the study of music was good for diversion, recreation, and civic education. He favored solos over choruses and stringed instruments over wind instruments, which he maintained distorted the face.

Melanchthon, the German humanist and associate of Luther, encouraged singing in the elementary and secondary schools, especially such as was connected with the liturgy and growing hymnody of the Lutheran churches. However, most humanists considered music to be a dangerous indulgence unless supervised with peculiar care.

Sports and games also received their share of attention from Renaissance schoolmasters, who generally favored individual sports over team sports. The education of a gentleman was calculated to fit him to excel in the manly sports and virile exercises of his class. Vittorino recommended riding, running, ball playing, leaping, fencing, archery, hunting, and swimming as indispensable sports for the training of a soldier. For the older student quieter types of recreation were suggested, such as walks in the country or by the sea. He also permitted dancing, although it was generally frowned upon as familiarizing boys with softer and less stimulating influences.

English schoolmasters recognized the value of some physical exercise as a relief from sitting in classrooms. Dancing, wrestling, fencing, walking, running, swimming, and riding were also included among the activities of the English schoolboy. In Germany hunting and fencing were recommended as sports becoming a student.

For the most part student participation in school control during the Renaissance took the form of a monitorial system. In Germany Melanchthon established a system of school control in which every ten students were under the discipline of a "decanion." Malim of Eton established a monitorial system around 1561, and Westminster School followed in about 1630. The monitorial system was also used in France. The function of the monitor was largely disciplinary, extending in the case of boarding schools to dormitory, refectory, and study-hall duties. Older boys often undertook tutorial duties, acting in the capacity of assistant teachers. Unique among Renaissance schools in this respect were the types of student government in the schools of Vittorino at Mantua Italy, and of Trotzendorff in Goldberg, Germany. The latter set up a sort of student senate which gave considerable responsibilities and powers to the students themselves and which is generally credited with being the first example of student participation in school control in the modern sense.

**In Modern Times.** *Student Participation in School Control.* The practice of initiating freshmen into school or college life has come down from the

middle ages in unbroken succession. In England fagging was an essential part of school control, and this practice was transplanted to the colleges of colonial America. Freshmen laws as formulated by upperclassmen soon lost favor with college faculties. In 1767 such laws were abolished at Princeton, and other American colleges soon followed. Hazing, a less formal and in some ways a less desirable method, spread throughout American colleges and was imitated by the secondary schools.

In 1777 the students at the Public Latin School in Philadelphia met to form what appears to be an early example of student government. Their organization was called the Assembly, but although officers were duly elected there is no record of the functions which the association performed. Rugby provided a form of student government about 1786, and Pestalozzi introduced such a system at Burgdorf, Switzerland, in the early years of the nineteenth century.

Although monitorial systems were established in the academies and public high schools, it is generally believed that both faculty and administration were at best skeptical of the participation of students in school control in the modern sense of the term. The New York Public High School established a monitorial system in 1825, and the Boston High School for Girls in 1852. But it was not until 1890 that the change in size, function, and personnel of the American secondary school brought about a corresponding change in the attitude of faculty and administration toward student participation in school control. Famous early examples of student government are the George Junior Republic at Freeville, New York, begun in 1894, and the School City founded by Wilson L. Gill at the Norfolk Street Vocational School in New York City in 1897. Much of the development along this line has taken place within the last fifty years. In England, until very recently, the secondary schools have been generally hostile to the newer forms of democratic student government. Between 1924 and the rise of Hitler, German secondary schools for girls experienced a great upsurge in the democratic movement.

At the present time there is scarcely an American secondary school without some form of student government; and the American genius for organization finds an outlet in the National Association of Student Councils founded at Los Angeles, California, in 1931, with its annual meetings for the discussion of student problems by students.

Graduation exercises, or commencements as they are sometimes called, paralleled closely the form of similar exercises in colonial colleges. Grizzell<sup>1</sup> cites a final oral school examination, given by the school committee, to which visitors were invited in Salem, Massachusetts, in 1836; he sug-

<sup>1</sup> E. D. Grizzell, *Origin and Development of the High School in New England before 1865*, p. 331, The Macmillan Company, New York, 1923.



gests that the more elaborate forms of graduation exercises in which many students participate may have developed slowly from this practice, which seems to have met with widespread acceptance.

*Speech and Dramatics.* Public speaking, debating, oratorical contests, readings from the poets, and dramatics have always been popular activities in secondary schools.

Medal speaking, a program of public recitation, is mentioned at Winchester in 1761. The exhibition, a program of recitations and oratory, was highly favored. Leicester Academy presented such an exhibition as early as 1785. On Apr. 1, 1793, the Concord, New Hampshire, *Mirror* recorded: "On Thursday last, Master Eastman closed his school on the Main Street in the town, with an exhibition of various scenes of entertainment, in which each of his pupils, about eighty in number, participated."<sup>2</sup>

Winchester school mentions the opening of its theater season in July, 1813.

The Pops, a debating society, was founded at Eton in 1811, and a literary society with similar aims was established the next year at Exeter Academy. Andover established a debating society about the same time. Among the first debating societies in the public high schools was the Eucleia Debating Club at Worcester, Massachusetts, established about 1860.

Over the last eighty years the growth of this type of activity has been great. Many state departments of education and many colleges and universities have developed programs to stimulate activities in speech, literature, dramatics, and music. In the 1920's these activities were usually organized in the form of contests, but the festival idea is gradually taking their place. Organizations such as the Music Educators National Conference and the Children's Theatre Conference of the American Educational Theatre Association stimulate activities on a nationwide basis. In the last twenty-five years high school and college radio and television stations and workshops have increased considerably through the stimulation and guidance of the Association for Education by Radio and Television and the Intercollegiate Broadcasting System. The National Thespian Society was established early in the spring of 1929 at Fairmont State College, Fairmont, West Virginia. The purpose of the society is twofold: (1) to establish and advance standards of excellence in all phases of dramatic arts, and (2) to create an active and intelligent interest in dramatics by high school students. In June, 1951, the society's fifteen thousand members were distributed among troupes located in all forty-eight states, the Panama Canal Zone, Alaska, Hawaii, Canada, the District of Columbia, and Japan.

The society provides expert advisory services, production budget-adjustment services, incentives such as certificates for the maintenance of high

<sup>2</sup> *Ibid.*, p. 333.

quality of performance, and a free placement service for sponsors; it also publishes a magazine and newsletter.<sup>3</sup>

*Social Activities.* The history of the Greek-letter society in American colleges and secondary schools probably dates from 1776, when the Phi Beta Kappa fraternity was established at the College of William and Mary. Other national honorary and professional Greek-letter societies sprang into existence as other faculties and schools were added to American universities. While individual secondary schools organized local honor societies, the first successful attempt to form a national organization to encourage scholarship among secondary school students, especially in private schools, was the formation of the Cum Laude Society at the Tome School in Port Deposit, Maryland, in 1906. Thirteen years later, in 1919, the principal of Central High School, Omaha, Nebraska, proposed that a similar organization be established for public high school students. The first chapter of the National Honor Society was founded in 1922.

Secret societies existed in secondary schools from the beginning of the nineteenth century and possibly earlier. Exeter organized the Golden Branch in 1818. Sigma Phi was organized in the high school at Hartford, Connecticut, in 1859. The number of secret Greek-letter societies has increased greatly over the years. Many of these societies are social in nature and are thought to be divisive and undemocratic. There is an almost universal opposition to them on the part of public-school administrators at the present time. Many schools and some states have outlawed them and penalize students who belong to them.

*Student Publications.* Student periodical publications in England and the United States trace their beginnings to the latter part of the eighteenth century.

Student publication in America developed from the literary society. The earliest-known copies are in manuscript and were probably meant to be read orally to student groups. Such were the newspapers of the Public Latin School at Philadelphia between 1774 and 1777. Among the papers of this period still preserved in the Historical Society of Pennsylvania are *The Examiner*, *The Student Gazette*, and *The Universal Magazine*.

One of the earliest printed newspapers among private schools was *The Athenian* of the Athens Academy of Athens, Pennsylvania, dated August, 1842. Exeter published *The Exctonia* in 1871, followed by *The Exonian* in 1878. Many of the student publications of these times were only brief ventures, largely because of the hostility or indifference of the faculty.

The public high schools began to develop periodicals almost immediately after their founding. Notable among these were *The Constellation* and *The Aspirant*, two manuscript newspapers produced at the Girls' High

<sup>3</sup> See p. 16 of *National Thespian Society*, rev. ed., a booklet of information published by the National Thespian Society, College Hill Station, Cincinnati, June, 1951.

School of Portland, Maine, from 1851 to 1863. *The Excelsior* of the Hartford, Connecticut, Public High School, *The Student Manual* of the Boston Latin School, *The High School Thesaurus* of the Worcester, Massachusetts, High School, and *The High School Journal* of the Central High School of Philadelphia date from the same period.

By the close of the century, publications became a recognized activity of most secondary schools, and because of this faculty recognition their life span began to increase. *The Mirror*, which appeared first in 1883 in the Central High School of Philadelphia, has continued to the present day.

Modern secondary school publications include four types; namely, the newspaper, the magazine, the yearbook, and the handbook. State and national organizations have been established to stimulate and guide these activities. The National Scholastic Press Association was organized in 1921, and in 1925 Columbia University organized the Columbia Scholastic Press Association. The Roman Catholic private and parochial schools have their own organization, the Catholic School Press Association.

*Music.* According to Berge,<sup>4</sup> American public-school music began with singing schools organized for the purpose of improving the singing in churches. These schools were first organized in the southern and middle colonies, where religious groups were more favorably disposed toward music. The development of similar schools in New England had to wait many years until the opposition to music was broken down in the New England colonies. Singing societies of a secular nature began to develop about the time of the Revolution. Orchestras began to appear in public high schools about 1800. Most of these orchestras met after school from four to five-thirty or six o'clock, or at recess time. In 1898 lessons on orchestral instruments were given during class intermission or after school at the high school in Richmond, Indiana. The school-band movement began in 1906, and the first band contests are reported to have been organized in 1924. In 1926 the National Band Association was formed.<sup>5</sup> The growth of the band contest has been phenomenal during the last twenty years. The nature of these contests has changed, first to the competitive festival, and eventually to the festival form in which ratings are given and awards made, but in which ranking of bands is usually avoided. Contests and festivals of this type often include events for soloists and small ensembles. They are sources of inspiration for the musical organizations which participate in them, and they give an incentive to musical activity in school. Many colleges and universities have band festivals, which are frequently in connection with homecoming day or with a football game. Other significant phases of the development of music activities are the

<sup>4</sup> Edward Bailey Berge, *History of Public School Music in the United States*, pp. 1-2, Oliver Ditson Co., Philadelphia, 1937.

<sup>5</sup> *Ibid.*, p. 178.

summer music camps and the summer music schools held by many school districts.

*Sports and Games.* The sports program of the American secondary school is copied from that of England rather than from continental Europe, where little attention was given to an organized, school-sponsored, recreational sports program. Grizzell <sup>6</sup> mentions contests in archery at Harrow, in golf at Aberdeen, and in cricket at Westminster—all before 1750.

In colonial America little formal recognition was given to sports in the secondary school or college program. The *Proposals Relating to the Education of Youth in Pennsylvania*, which were published at Philadelphia in 1749 by Benjamin Franklin recommended such sports as swimming, wrestling, running, and leaping for the students of the Academy at Philadelphia. Football and bat ball were played at Exeter early in the nineteenth century. Exeter and Andover played their first baseball game on Oct. 19, 1859, and their first football contest in the fall of 1878.<sup>7</sup>

The sports program for both boys and girls in independent schools began to be recognized as an important part of school life toward the close of the nineteenth century, and during the last generation the program has developed to one of considerable importance.

According to Grizzell, "the earliest evidence of the development of a program of sports in a public high school is found in Central High School, Philadelphia. It began about 1840 and included handball and town ball but no matches were played."<sup>8</sup>

The twentieth century has seen a tremendous development in competitive athletics in American public high schools. In order to regulate contests and to safeguard the health and welfare of the players, regional and state associations have been formed to write rules for all sports in which high school students engage competitively, to make schedules, and to certify referees and other officials. As athletic contests crossed state boundaries, the need for a national organization became apparent. This need was met by the establishment of the National Federation of State High School Athletic Associations at Chicago in May, 1920. In 1952 the National Federation of State High School Athletic Associations included forty-six state members, and New Brunswick, Canada.

The National Federation gathers data about sports activities where available from high schools in the United States. In 1946 the association listed 18,843 high schools engaged in athletics. Basketball is the most popular sport and is played by 90 per cent of the schools reporting. According to the same report the most common sports, listed in the order of their popu-

<sup>6</sup> Grizzell, *op. cit.*, p. 23.

<sup>7</sup> *Ibid.*, p. 24.

<sup>8</sup> *Ibid.*

larity, are basketball, football, track and field, baseball, tennis, softball, golf, volleyball, swimming, wrestling, hockey, and boxing.<sup>9</sup>

**Present Status of the Activity Program.** The rapid changes in modern life have caused many extras to be added to the school program. In many cases extracurricular activities are widely separated in aim and method from the rest of the curriculum. As such they cannot become integral parts of the school program. There are marked similarities between the outcomes and methods of these activities and the outcomes and methods set down in progressive courses of study for the most traditional of the school subjects. Accordingly there are in the present-day school program two equally important sets of activities, the first usually organized around traditional units of subject matter, the second usually organized around self-directive student activities. Many modern educators call the first group curricular activities; and the second, cocurricular activities.

During the last decade the terms "classroom activities" to designate the more formal aspects of the curriculum and "extraclass activities" to designate the more informal group activities of the secondary school have been widely used.

## PLACE OF ACTIVITIES IN THE SCHOOL PROGRAM

The exact relationship between classroom and extraclass activities has never been clearly defined. A casual visitor in our modern secondary schools would find difficulty in differentiating between the rostered recitation periods and the student-selected activity period, so similar are the basic philosophies and the methods employed.

Wherein, then, lies the difference between them, and what relation do these two groups of activities bear to each other? Several points of view may be advanced.

In the first place, there are those who maintain that the traditional curricular subjects are the backbone of the school program and that all activities other than these which are permitted in school time and use school equipment must contribute to these subjects. This may be called the philosophy of enrichment. Educators who hold this view have by no means a lesser regard for the value of extraclass activities; they merely maintain that the core of the school program is made up of those units of subject matter which tradition has bequeathed to the schools through the ages. They are fully aware that these traditional subjects must be vitalized by new methods and new approaches. They believe that the regular classroom

<sup>9</sup> See John H. Archer, "Standards and Administration Policies for the Interscholastic Athletic Program," *Bulletin of the National Association of Secondary-school Principals*, Vol. 35, pp. 69-78, April, 1951.

should stimulate interests and raise additional problems which can be pursued in out-of-class activities. This point of view has the great advantage of being clear cut, easy to set up, and easy to administer.

Another notion advanced by some educators is that class and extraclass activities, while both important, have no necessary connection with each other. According to them there is a certain traditional body of subject matter which students must acquire to ensure the continuation and development of the world's culture. This traditional body of subject matter has been classified and grouped by educators for the convenience of the learner, so that by choosing a certain arrangement or curriculum he may not only acquire the necessary background of human knowledge, but also gain the necessary knowledge and skill to equip him vocationally.

Of secondary importance, according to this theory, is what is termed avocational activities, or a training for leisure; for thus training it is necessary to pursue a quite independent group of activities—sports, arts, hobbies, and the like. The relative importance of these two groups of activities varies with the degree of economic security and the age of the individual. Proponents of this theory believe in the old adages, "Work while you work and play while you play," and "All work and no play makes Jack a dull boy." Let us for convenience call this the work-versus-play philosophy.

While the philosophy of enrichment would not permit of checkers, chess, harmonica bands, games, puzzle clubs, and the like, the work-versus-play philosophy sees no incongruity in offering these activities in the school program along with Greek and trigonometry. This philosophy demands rather clean-cut distinctions between vocational and avocational activities. It also requires a prediction of the student's future work and leisure activities. Such predictions and distinctions are difficult to make. Like the philosophy of enrichment this work-versus-play philosophy can be criticized because it is more concerned with the there and then than with the here and now.

The third philosophy concerning the relationship between the various parts of the school program might be called that of immediate interest. The advocates of this philosophy hold that all learning is conditioned by the student's readiness to learn and that the most perfect organization and the finest methods are of no avail if the student is not ready, eager, and interested. Interest can best be stimulated, it is thought, by an appeal to some immediate, tangible problem the solution of which is vital to the student's and the community's welfare. Although there are certain desirable habits, attitudes, skill, and knowledge which all children should acquire, students under the guidance of a skillful teacher may acquire them by the study of almost any problem in which they are interested.

For example, let us say that the community in which our secondary school

is located has become interested in city planning. This project, then, becomes the work of the school. Each department determines what it can contribute to the solution of the problem. Letters, bulletins, editorials, publicity, talks become the work of the English department. Landscape, architecture, building plans, furniture, and so forth must be thoroughly investigated in the art department. Mathematics must come to the assistance of the project to survey and plan, to estimate costs, and to map the financial campaign. Social science will contribute historical data and a point of view about slum clearance and other social and civic problems. Science will be greatly in demand to determine the right kinds of flowers, shrubs, trees, and grass to plant and how they should be taken care of. This department will be consulted about the quality and durability of construction material under consideration. Home economics will have a large say in the floor plans of the houses in order to make them convenient to live in and to take care of, and will have many opportunities to provide tea for community groups, who will meet to discuss the problem in the high school. The shops will have to make small working models. There will be some construction work in connection with experiments, dramatizations, and so forth, that only they can take care of. Health and physical education will come in for their share in connection with the planning of play space and a consideration of sanitation. The foreign-language classes will be interested in reading about beautiful European cities and learning some of the stories and poems connected with the city beautiful. The traditional curriculum will be forgotten, and the whole plan of education will be placed on an activity basis. In this instance the outside-of-school activity has become so vital to the community that it supersedes the formal program.

It is to be doubted, however, whether enough vital problems of this sort will continue to be found to provide activities with such far-reaching implications as in the illustration above. But it is certainly true that these outside activities have not only modified the content of the traditional curricular offering, but in some cases have become curricular themselves.

**Relation of Classroom to Extracurricular Activities.** A study <sup>10</sup> of twenty-four extracurricular activities reports interesting findings regarding their persistence and the degree to which they have been taken over into the curriculum in recent years.

Jones reports that of the 270 private and public secondary schools studied, the five most popular cocurricular activities, in order, are basketball, orchestras, football, track and field, and dramatics; while the least popular activities are the school magazine, wrestling, and hockey. The latter activities

<sup>10</sup> Galen Jones, "Extra-curricular Activities in Relation to the Curriculum," *Teachers College Contributions to Education*, No. 667, pp. 15-53, Columbia University, New York, 1935.

were found in approximately one-third of the schools studied. Because the activities included in Dr. Jones's dissertation represent a wide range of student interests and endeavor and constitute a good sampling of American secondary schools, the study can be regarded as fairly reliable and therefore significant.

For purposes of this chapter his table, "Percentage of Schools Reporting the Introduction of Various Activities,"<sup>11</sup> has been rearranged according to the frequency with which the activities were found in the secondary schools studied.

Table Showing Popularity of Twenty-four Cocurricular Activities as Reported by Galen Jones

1	Basketball	98 1
2	Orchestra	97 0
3	Football	95 5
4	Track and field	94 4
5	Dramatics	93 3
6	Newspaper	90 8
7	Girls' glee club	90 0
8	Band	89 6
9	Boys' glee club	87 7
10	Tennis	86 2
11	Assembly	86 2
12	Debating	85 1
13	Yearbook	85 1
14	Student council	79 2
15	Chorus	77 7
16	Baseball	77 3
17	Clubs	76 6
	Departmental	85 9
	Outside agency	82 5
	Recreational	76 6
	Honoring	72 9
	Special interest, hobby	65 1
18	Home room	72 9
19	Golf	70 1
20	Handbook	48 0
21	Swimming	42 8
22	Magazine	33 5
23	Wrestling	33 5
24	Hockey	28 6

While the evidence does not attempt to suggest any reason for such a listing, it is interesting to notice the advertising value and the popular neighborhood appeal of the first five activities and the relatively less important emphasis given to individualized sports and club activities which have a real carry-over value into adult life.

<sup>11</sup> *Ibid*, p. 15.



Another significant fact is the place of the yearbook, the handbook, the newspaper, and the magazine among school publications. Of recent years the newspaper has often taken the place of the school magazine, because it presents fresh, vital information to students more frequently and at lower cost than the literary magazine with its formal style and stereotyped, departmental arrangements.

The chief value of the table, however, lies in the fact that it shows the widespread inclusion of student activities in the school program. In the succeeding pages of his study, Jones points out that six of the twenty-four items studied are administered as curricular activities in over half of the schools investigated. The six activities thus curricularized are orchestra, band, chorus, girls' glee club, boys' glee club, and newspaper. No club activities, so called, are administered as curricular.<sup>12</sup>

Other evidence presented by Jones shows that there is a strong feeling on the part of all school administrators, without exception, that extraclass activities "offer a challenging medium for practicing effective citizenship, for promoting wholesome relationships in situations which tend to be more real than the formal curricularized subjects, and for developing self-direction and a sense of student responsibility." It is also the opinion of the majority of administrators that about half of the subjects studied should be administered entirely as curricular or fostered as part of both the curricular and the extracurricular programs.

An analysis of Jones's findings regarding the opinions of secondary school principals with reference to the exact status of student activities shows that at least half of the principals included in the study believe that all musical activities should be classified as curricular; that sports, the student council, the handbook, and club activities should be classified as cocurricular; and that the newspaper, dramatics, and debating should be both class and extraclass. An average of slightly more than 2 per cent believed that the twenty-four activities studied did not belong in the secondary school program.<sup>13</sup>

There seems, then, to be sufficient evidence that the American educator firmly believes in the activities program and that it deserves a regular place in the school program. Many educators, however, hesitate to curricularize these activities, because they believe that a less formal, non-credit-bearing organization produces more favorable results.

There can be little doubt that activities organized and administered like the twenty-four activities studied by Jones can produce positive results and that they are generally recognized as integral parts of the school program. The current use of the term "extraclass" to designate these activities is indeed a happy one because it suggests that the school program is com-

<sup>12</sup> *Ibid.*, p. 32.

<sup>13</sup> *Ibid.*, p. 59.

posed of credit-bearing, course-required curricular activities and an equally important body of non-credit-bearing, optional, socializing activities. We shall understand, then, that the term extraclass refers to a group of activities whose outcomes are so important that they must be engaged in just as consistently as the assigned or elected credit-bearing subjects. In other words, no student should be considered as having completed his secondary education if he has pursued only the curricular offering, and no student should be considered as having completed his secondary education who has pursued only the extraclass activities.

The curriculum, then, may be considered to embrace all the activities which take place on the school grounds or in the school building. Some of these activities are prescribed by the prevocational or preprofessional aims of the students or by the requirements of society. These activities are grouped together in more or less formalized programs of required and elective subjects. In addition there is a large number of activities of an informal nature which have definite educational value and should be so directed as to become educationally valuable activities for the students. Such activities include not only the activities mentioned in the Jones study quoted above, but such common activities as walking through the halls, eating lunch, and playing informally on the school grounds.

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## CHAPTER 2

### *Relation of Student Activities to the Democratic Ideal*

#### ACCORD BETWEEN EDUCATION AND THE GOVERNMENT WHICH SUPPORTS IT

No system of education can be effective which does not accord with the philosophy of the country whose citizens it educates. Realizing the potential power of the school, totalitarian nations have remodeled their educational programs to fit their ideals. Patterns of conduct are fixed and sure. Each individual is fitted by the state into a place in the pattern of society. His conduct, his modes of thought, every activity of his life are carefully calculated for him. So long as he follows the pattern given him, his life is sheltered and secure. It is the security of the plunger in the piston which jerks up and down in the sleeve a certain number of times per minute. The more efficient the dictator, the easier are the conditions under which the subject lives and works, just as a well-regulated mechanism with a perfectly adjusted oiling and cooling system makes the motion of the piston smooth and frictionless. But the piston may not stop at will, nor may it aspire to any other function in the machine. Just as there are different parts to a machine, so there are different classes within a totalitarian society, and they are rigid, formal, inflexible. No matter how perfect, how benevolent, how just the dictator, there cannot be a chance for the exercise of individual freedom.

Democracy cannot be taught by totalitarian methods, although educational policy and method in America even today bear in some respects, at least, a striking similarity to the totalitarian system. There are still child trainers who "know" what is good for a child to know, the way in which he must learn it, and what he shall do in adult life.

Such a notion of the function of education—such an uncompromising system of administration—is in direct opposition to the philosophy upon which our American democracy has been reared, for our republic is built upon the ideals of freedom of the individual, equal opportunity, and the pursuit of happiness.

These three, then—freedom of the individual, equal opportunity, and the pursuit of happiness—are assured to the American people only so long as we preserve, among other earmarks of democracy, a society without rigid stratification.

A democratic society, according to the best traditions of Jefferson and Jackson, by no means implies a failure to recognize individual worth, effort, or success. What it does imply is that all freeborn American citizens, and those who have become citizens by adoption, are equal before the law and have the right to develop their natural talents to the greatest possible extent so that they may take that place in society for which they are fitted. There are of necessity in every society leaders and followers. There must be those who are especially skilled in the various essential trades, professions, and occupations, each being by turns a leader in his own profession and a follower in others. While democratic society recognizes specialized groups of citizens, all barriers should be eliminated so that there is nothing to prevent any person from moving from one group to another according to his individual ability and effort.

This philosophy of a democratic society was largely developed along the frontier, where men from all walks of life worked cooperatively to carve out an empire beyond the Alleghenies. It is fortunate for society that a classless democracy does not demand, as in some forms of communism, an equal standard of living for all. Rather do we establish a complete but ever-changing pattern of life and assure sufficient mobility within the body of citizens to make it possible for even the lowliest to fit into the pattern wherever his interests, talents, and energies direct him. On the other hand it is no disgrace for the sons and daughters of the wealthy or well-born to carry on lowly occupations.

**Artificial Barriers to Democracy in Education.** Despite so clean-cut a philosophy, there are those in our country who would set up artificial barriers to confine exclusive, highly privileged classes. Such groups willfully disregard or deliberately distort the democratic ideal, which requires that equal opportunities be given to all citizens regardless of race, color, or social or ancestral background. All too frequently children whose parents emigrated from a foreign land are excluded from activities by children whose grandparents or great-grandparents were immigrants at some earlier period of American history. This exclusiveness often brings with it a most undesirable social situation. Instead of the unity of the American people, it fosters class distinction and class hatred. Often the boys and girls who live in the underprivileged part of the town, beyond the railroad tracks, or who adhere to an unpopular religious sect, have a real contribution to make to American life. Interesting folk dancing, music, embroidery and other crafts; prowess, skill, and endurance in athletics are frequently found among these students. But all too frequently these are ignored, discour-



Yes, women make good carpenters Adult Education Wayne Pennsylvania



Square dancing for the entire community at Upper Darby, Pennsylvania, Senior High School This activity is part of a community recreation project



Exchange students from Mexico show their authentic costumes and dances



Officials of Manual Junior City are sworn in at the City Hall by the Assistant City Manager at Kansas City, Missouri



aged, or prohibited. It should be the duty of those who administer the school program not only to make it possible for these newer citizens to participate in all the socializing activities of the school program, but also to give them an opportunity to contribute to American life whatever is culturally desirable from their heritage beyond the seas. Of late years a large number of hating societies which emphasize social, racial, religious, and economic differences have been formed. These activities should be denounced as un-American.

During periods of stress, culture and nationalism are likely to be confused. During the war of 1914 to 1918, feeling against the German political machine and the Prussian war lords led to an unfortunate boycott on German music and literature.

It is only the provincial, the person of small horizons, unsure of his own Americanism, who can make such mistakes. The contribution of our citizens, as individuals and as groups, to our national security and well-being is what counts, not the politics or economics of the country from which the individual or his forebears emigrated.

The classroom activities themselves can sometimes be assured of fostering class distinction by setting up an aristocracy of brains for the academic or college-preparatory pupils, or by favoring a particular group of students. Student activities, on the other hand, whether they be in the realm of student government, athletics, or club activities, cut across course barriers.

*High School Fraternities.* Another divisive organization in the public high school is the high school fraternity, sorority, or secret Greek-letter society. These organizations are of course imitations of college life. They gain their support largely because of three factors:

1. The desire on the part of the high school students to belong to an exclusive, highly selected group.
2. The advantages which members of high school fraternities receive when visiting college campuses, where related collegiate organizations exist.
3. Pressure from college fraternities upon high school organizations in order to secure members through prepledging.

The great majority of these organizations attempt to foster the highest type of American ideals. In fact a listing of their aims and objectives shows that, in theory at least, the aims of the secret high school organizations agree closely with some of the objectives of American secondary education.

Proponents of the system of secret high schools societies claim that they

1. Teach social usage and customs.
2. Foster fine friendships among the members.
3. Provide a harmless outlet for the gregarious instinct.
4. Encourage school activities because of their community influence.

5. Inspire loyalty and other desirable virtues, largely through the serious initiation ceremonies and the ritualistic order for the conduct of meetings.

Possibly the greatest harm which the fraternities cause to the schools is in school activities. Starting out as they do to be of assistance to the social life of the school and to athletics, they frequently use their influence to control these activities for the benefit of their own members.

Loyalties fostered by fraternities are often misplaced, for they are frequently to the organization and to its members rather than to the school. But the greatest objection to the fraternities in the high school is their exclusiveness. Certainly if the attitudes which the fraternities attempt to promote are good for their members, they are of definite value to a much larger group and should be extended to all who can benefit by such training and association. But initiation fees, high yearly dues, and arbitrary bases for selection along the lines of color, creed, wealth, social position, physical appearance, and social desirability restrict the influence of the fraternity to the favored few. And these favored few often become a very influential minority, with ideas and objectives sometimes antagonistic to those of the school.

Sponsors of high school fraternities add that if secret societies are valuable in the college, they are valuable in the high school. There seems to be no relationship between the two parts of this proposition. True, where campus buildings are not adequate to provide living quarters and social activities for all students, the college fraternity fills a definite need. But there are no boarding pupils at a public high school, and there are usually ample facilities for carrying out student activities.

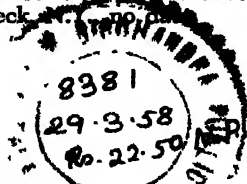
All the advantages mentioned above can be more adequately taken care of by a well-administered activities program. Besides this fact, investigators have presented evidence to show that high school fraternities are "undemocratic, lead to snobbishness, put narrow group spirit before school spirit, have a poor effect on scholarship and develop cliques which engage in questionable activities, lower ethical standards and often stir up contentions causing disciplinary troubles."<sup>1</sup>

After a thorough study of high school fraternities and sororities in the Mamaroneck, New York, Junior and Senior High Schools from January to May, 1952, a special advisory committee of the board of education concluded:<sup>2</sup>

(1) that fraternities and sororities are inimical to the best interests of the High School and the general student body; (2) that measures should be taken which

<sup>1</sup> J. H. Newlon, "High School Fraternities," *Educational Administration and Supervision*, Vol. 7, pp. 372-379, October, 1921.

<sup>2</sup> *Report of the Advisory Committee to the Mamaroneck Board of Education on Fraternities and Sororities*, Mamaroneck, N. Y., 1952, pp. 1-10.



would result in their elimination, without affecting any students who are now members; and (3) that a program should be initiated and carried out which would more nearly meet the needs of all the students.

While the fraternity often serves a useful purpose on the college campus, there is no place in the American public high school for any kind of secret organization. Many states and many school districts have declared membership in secret societies illegal and punish, by expulsion from school or school activities, those who belong to such organizations.

The guarantee of equal opportunity implies, then, that students be permitted to pursue any activity in which they can engage with pleasure and profit.

**A Good Activities Program Permits Wide Choice to Student.** Whereas in the curriculum it is often necessary to limit or to select course offerings in order to ensure adequate preparation for the pursuit of higher education or to assure occupational efficiency upon graduation, student activities are not subject to such restrictions. Students should be permitted to pursue any activity included in the program, regardless of their course selection or vocational aim. Student activities then contribute in a special way to what the founding fathers of our republic meant when they wrote into the Declaration of Independence the phrase, "the pursuit of happiness."

In the student activity program, the student may choose those activities which will contribute to a complete and abundant life by supplementing or complementing the activities which he pursues in preparation for economic efficiency. The auto mechanic-to-be should be allowed to join a water-color club, even if he possesses little ability along this line, if he derives pleasure from so doing and if through it he finds the means of artistic expression which helps him to unfold and develop his personality.

It should be remembered also that the "pursuit of happiness" includes the freedom of the student to use his individual initiative to choose an activity and then to follow it as he plans under the guidance of an expert in the field. The student receives much satisfaction from finding problems and exercising his individual initiative to solve them with the assurance that there is no hindrance to a successful conclusion of the activity except his own ability. "Do this," "You must," "You can't," "You don't belong" are phrases to be used only rarely by sponsors of student activities.

**Participant Nature of Student Activities.** From the foregoing discussion it can be readily observed that one of the chief characteristics of student activities in the secondary school is their participant nature. No program can be considered effective which does not provide for the active participation of each member of the school community, faculty and student body alike, in at least one type of activity. Competitive intramural and interscholastic activities which tend to raise the standard of performance

for all students and which encourage everyone to participate actively are to be encouraged. But they are to be carefully guarded so that the few are not trained at the expense of the many. Although a winning football team or a championship band may be good publicity for the school, the rank and file of the students get no particular physical development out of watching the game other than being in the open air for several hours. In order for any individual to gain the greatest possible benefit from any activity, he must be by turns creator and appreciator; in sports he must be teammate and rooter; in music he must be performer and listener; in student government he must be leader and follower. This principle of universal participation in student activities is extremely important. Since most of these activities are student initiated and executed, under expert adult guidance, they often have considerable carry-over into adult life.

### OBJECTIVES OF SECONDARY EDUCATION

The activities program is effective because it carries out in an especially vital way the objectives of present-day democratic education.

The principles and objectives of secondary education have been variously stated for many years. One of the first concerted attempts of the American people to express their aims and hopes for secondary education through a group of leaders in this field resulted in the *Cardinal Principles of Secondary Education* published by the U.S. Bureau of Education in 1918.<sup>3</sup>

Since 1918 the principles of secondary education have been variously stated by national committees and by frontier thinkers in education. Of particular significance to the present consideration are the four general objectives set forth by the National Education Association in 1938.<sup>4</sup>

These objectives were expanded and applied particularly to the youth of America by the National Association of Secondary-school Principals in "Imperative Needs of Youth" of 1947.<sup>5</sup>

The three foregoing expressions of educational objectives state in general terms the ends to which American secondary education, both public and private, is directed. Any set of guiding principles for the conduct of secondary school activities must, therefore, be in agreement with them. Such a set of principles is submitted below.

**Principles of Student Activities.** *The Chief Aim of Democratic Educa-*

<sup>3</sup> *Cardinal Principles of Secondary Education*, U.S. Bureau of Education, Commission on Reorganization of Secondary Education, Washington, 1918.

<sup>4</sup> *The Purposes of Education in American Democracy*, National Education Association, Educational Policies Commission, Washington, 1938.

<sup>5</sup> *Planning for American Youth, Education for All American Youth*, National Association of Secondary-school Principals and Educational Policies Commission, Washington, March, 1947.

*tion Is the Development of Citizens for Democratic Society.* Unlike totalitarian states which require conformity, unquestioning obedience, and uncritical acceptance of ideas, democratic states are built upon the principle of unity in variety. This implies a fundamental respect for the individual and provides opportunities for him to develop all his socially acceptable potentialities to as great an extent as possible for his own personal satisfaction. On the other hand, the idea of social responsibility and cooperative group effort for the general welfare is also implicit in this principle.

In totalitarianism authority is fixed and is dictated from above; in democracy it comes from the group and is contingent upon the exigencies of the moment. Dictatorships ruthlessly stamp out minority groups and opposition; democracies recognize that their very existence depends upon the protection and development of minority groups and minority opinion. In a democracy life is ever changing, vital, dynamic; in a dictatorship life is dull, routine, static. It is the duty of the school as the chief agent of democracy to develop dynamic, democratic citizens who have an understanding of democratic ideals and are devoted to their realization. As one of democracy's chief institutions the school should reflect the philosophy of democracy in its administration, curriculum, and method.

*Democratic Citizenship Is Learned through Democratic Living.* In a democracy the citizen is expected to participate actively in the affairs of society. He is expected to be self-initiating, self-dependent and self-motivating on the one hand, and a cooperative, responsible member of a group on the other. The leader in a democratic society is one of the group, selected by them because he possesses qualities which can be used to accomplish group aims. Leaders in one activity are often followers in others. It is a principle of democracy that the leader remains in office only so long as he succeeds in carrying out the wishes of the society which selected him. The group should therefore learn to evaluate leadership through actual experience in judging the worth of the leader. Qualities to be required of leaders should be developed cooperatively by the group in terms of those traits which will be most effective in carrying out the duties of each specific office. There should be no restriction of an individual's participation in democratic living, either as leader or as follower, except his competence to perform successfully the role in which he finds himself or toward which he aspires.

During the last fifty years educators have developed much machinery to promote democracy in our schools. Student government; home rooms; newer procedures to promote individual initiative, group cooperation, and shared responsibility; and newer methods of instruction are designed for this end. Yet many teachers and administrators merely go through the motions of democracy while they keep school in a traditional fashion. Lip

service is not enough. Schoolmen must have a fundamental faith in democracy and be willing to put it into action. All too often the products of the schools are incapable of carrying on in a free, adult, democratic society because every activity has been regulated for them during their entire school life. Democracy has not been learned because it has not been lived. Democracy can be learned only by participating in the processes of democracy. Student activities, more than any other part of the school curriculum, contribute toward this end.

*The Secondary School Is a School for Adolescents.* The concept of education as a preparation for life may lead to formalized organization, curriculum, and method which are unrelated to the nature and interest of secondary school pupils unless it is understood that the word "life" also refers to the immediate day-by-day experiences of the student. The adolescent, being neither a child nor an adult, has interests, motives and needs particular to his state of development. Every individual has a right to live fully the experiences of each stage of his development. The secondary school should provide activities and organize them in such a way that they contribute to his psychological, physical, social, and intellectual development. Youth is gregarious; he is interested in his relation to his peers of both sexes, to the world about him, and to the cosmos. He begins to think seriously of a vocation and to consider himself in relation to the economic and political events of the day. His emotional life develops, and he can become sensitive to beauty.

Because of rapid physical growth and development, he may lose the coordinations and assurance of childhood. He needs especially to feel a sense of personal worth and success—the recognition which comes from acceptance, especially by his group. And while he tends to be in revolt against the restrictions of childhood, he craves the security which comes from a sympathetic and understanding adult who makes his own greater experience available, but allows the adolescent to make his own choices without adult domination. Extraclass activities, when based upon a knowledge of adolescent psychology, provide for such experience.

Many students in the lower grades of the junior high school are pre-adolescents. This period between childhood and adolescence is especially important because it represents the first break from the routine patterns of childhood and the first rejection of adult standards. It is a period requiring much understanding on the part of parents and teachers. Much of what has been said above about adolescence applies equally well to this period.

Of special importance in this connection is the realization that the school and its curriculum exist for the student rather than for the subjects taught. Accordingly all the subjects and activities should be calculated to contribute to the development of the student. It is not a question of

whether the student is fit for the subject or the school, but rather whether the subject and the school assist in the development of the student. Subjects, not students, should be dropped, for the purpose of the secondary school curriculum is to illuminate the student, not to eliminate him.

*Education Broadly Considered Should Help the Individual to Live Successfully in His Environment.* The traditional curriculum of the secondary school, geared as it is to college-entrance requirements, has little to interest the great majority of secondary school pupils. They are impatient with the hypothetical inanities and obscurities of the average courses in geometry, grammar, history, and science, not because these subjects do not contain the key to vital problems of daily living, but because tradition has over the years abstracted them, withdrawn them from life, and fossilized them between the pages of a textbook or syllabus or within the narrow confines of a scientific demonstration. Youth is impatient with the traditional school and often finds it a waste of time. From the point of view of most high school students, learning the dates of the kings and queens of England in the spring semester is not nearly so valuable as knowing the standing of the baseball clubs and the names and batting averages of their best players. Writing the "Autobiography of a Penny" or reciting "Thanatopsis" is less useful than learning to write out a report of the senior dance for the school paper or preparing a nominating speech for a favorite candidate for student council. The most effective kind of education is that which is most clearly connected with life situations and which gives students the knowledge and know-how to cope with them. The activity program, because of its flexibility, is especially valuable in providing such experiences.

Activities become part of a school program in two ways. First, they may be a response to a community or school need. A school band is a case in point. The football team needs the support that band music and school songs can give them. A band is hastily organized, and a part-time director is employed. Over the course of years the band becomes an organized affair on a year-round basis, a certified music teacher becomes a full-time member of the staff, and other musical activities are organized and coordinated and frequently become curricularized.

Secondly, activities may be the outgrowth of classroom work. A class in English literature reads Shakespeare's *A Midsummer Night's Dream*. The students act out the "Bottom scene" in the front of the room. They costume it and present it in the auditorium. It meets with success; they present it before a parents' group. Because of public approval, they decide to produce another play, and so a dramatic club is formed. In such manner the formalized work of the classroom is applied by the students to life situations.

*The Curriculum of the Secondary School Should Be Determined by the*

*Needs, Interests, Abilities, and Aptitudes of the Individual and the Group.* In 1890 only 7 per cent of all American youths between the ages of fourteen and seventeen were enrolled in secondary schools. In 1940 the percentage had increased to 73 per cent. In 1870 almost all secondary school students prepared for and entered college, and over half the students who graduated from high school also graduated from college. In 1940 only 15.2 per cent of the high school graduates also graduated from college.<sup>6</sup>

A half century ago it was the atypical secondary school child who was not preparing for college. At the present time only a small percentage will do so. Thus it follows that secondary school students have a greater diversity of aims than formerly. But the traditional classroom program of the high schools is still largely concerned with college entrance and with transmitting the cultural heritage in disassociated, organized packages of knowledge. None would doubt the great value of this type of knowledge, but a consideration of any of the above-mentioned sets of objectives of secondary education will show the great number of important aims which are not realized through such formal studies. The flexibility of the activities program, the ease with which it can be changed, and its freedom from the necessity of meeting graduation or college-entrance requirements make it especially useful in providing life-adjustment experiences for the boy or girl who does not aim to enter upon post-high school education. Through a wide offering of activities in large schools and through multiple-activity clubs in small schools, each student should be able to choose those activities from which he can profit most. Failure in academic work should not alone prevent a student from participation in any activity. Except for interscholastic competitive activities in which groups must be more or less uniform, the only criterion for entrance into an activity should be the likelihood of success in that activity.

*The Secondary School Should Provide a Climate in Physical Facilities and Activities Which Will Develop the Knowledge, Attitudes, and Abilities Necessary to Attain the Desired Results.* Much of the success of carrying on an activities program in the secondary school depends upon adequate facilities, equipment, and materials. An indoor sports program will be severely handicapped without a gymnasium; a school orchestra, without adequate instruments; a dramatic club, without a stage. School architects and administrators should realize that much of importance in education is accomplished in special types of rooms, and these should be included in the modern school plant. As many of the activities as possible should be carried on during school time, in the school plant or on the school grounds, and with little or no expense to the participants, in order

<sup>6</sup> *Statistical Abstract of the United States*, 1942, p. 139, Washington, 1943. Quoted in Alfred Kahler and Ernest Hamburger, *Education for an Industrial Age*, pp. 56-57, Cornell University Press, Ithaca, New York, 1948.



that participation may be widespread, no one who can profit from an activity being denied participation in it.

*Method in the Secondary School Should Be Based upon the Psychological Principle of Activity in Life Situations or in Situations Equivalent to Life Situations.* Modern writers on the psychology of education stress student interest and activity as among the most important elements in learning. Unlike the traditional program which depends upon listening and drill, the activities program is varied, immediate in its appeal to the pupils, and based upon self-initiated activity. The variety of its activities makes this program especially effective, since novelty rather than repetition is a key to more effective learning. The activity program also encourages self-motivation instead of compulsion. While the method has a great appeal to all students, it is especially effective with the nonacademic type of student. Most learning takes place through doing or through having done, and students can meet out-of-school situations more successfully if the school has given them experiences in actual life situations or equivalent situations.

*The School Staff Must Be Chosen with Care.* The professional personnel of the secondary school includes all who have an official position in the school; they should be selected on the basis of their ability to contribute to the knowledge, skills, habits, and attitudes which the school wishes to develop in the student body.

Much important learning in the secondary school takes place outside the classroom, especially in the informal activities in which the secondary school pupil engages while he is in the secondary school plant or under the direction of a member of the secondary school personnel. Superintendents and principals can provide an opportunity for the acquisition of desirable moral and social values through employing personnel who possess these qualities. All personnel, including maintenance staff, instructional staff, health and special services, and administrative and supervisory officials, should be included. Each member of the school staff, then, should be selected not only for what he knows, but also for what he can do and for what he is. There should be an atmosphere of activity and cooperative learning in the secondary school, so that every experience in the school may be considered a learning experience for all who participate in it. The staff then become the more experienced learners in the group, and guidance in some form becomes implicit in every activity.

In summary it may be said that the success of an activity in the secondary school depends upon:

1. A worthy objective
2. Dynamic and competent leadership
3. Enthusiastic membership
4. Suitable space for carrying on the activity

## 5. Suitable time

## 6. Adequate equipment

When any of these elements is entirely absent it is doubtful whether the activity should be continued. The entire activities program should be subject to frequent review by students and staff and should be flexible enough to meet the constantly changing needs and interests of the group.

In the preceding chapters we have set forth the development of student activities in the secondary schools, their relation to the democratic ideal and to democratic education, and the principles upon which they should be established and conducted. We shall now consider the general administration of the student activity program, the organization and conduct of its most important parts, and methods by which its success can be evaluated.

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## CHAPTER 3

### *Administration of Student Activities*

#### THE PROGRAM OF STUDENT ACTIVITIES

A modern program of activities demands a high degree of organization and administrative skill on the part of the secondary school principal. A well-organized and well-administered activities program is calculated to

1. Vitalize learning
2. Give practice in democratic living
3. Allow each student to enrich his experience by exploring other than the required school subjects
4. Provide opportunity for the exercise of individual initiative
5. Encourage the student to apply what he has learned directly to life situations
6. Make students aware of community problems
7. Teach students to attack community problems with intelligence
8. Promote faculty and student cooperation
9. Make the student increasingly recognize, assume, and share responsibility
10. Develop self-reliance by making the student responsible for his own learning

**Types of Student Activities.** Modern mechanical advances and labor legislation have increased the amount of leisure for each individual in society to a great extent. At the same time they have decreased the many so-called chores which filled the hours of children and adults in the past. Modern central heating has eliminated the need for the coal scuttle and the woodpile, and the electric dishwasher has almost done away with the social function of washing and drying dishes. Methods of communication have brought the world closer together; city dwelling has created new problems; commercialism in sports and developments in radio and television have opened whole new fields of entertainment. The school should seize its opportunity to lead the community in the development of new standards and new programs for the worthy use of leisure; the student activities of the school can thus have an important function in community

life. The secondary school is often judged by the extent and vitality of its activity program. The activities carried on in the modern secondary school may be grouped as follows:

1. Student participation in school control
2. Home room
3. Assembly
4. Departmental clubs: history, art, science
5. Special-interest clubs: radio, jewelry making, party games
6. Speech activities: discussion, debate, dramatics
7. Musical activities: glee club, band, orchestra
8. Class organizations
9. Publications
10. Welfare activities
11. Community services
12. Athletics, sports, and recreation
13. Social activities: parties, dances, picnics
14. Commencement activities

The number and type of activities will vary with each school. Even the smallest public or private school will find that a widely diversified group of activities as suggested above will vitalize school life.

One of the chief concerns of the administrator in setting up a program of activities is to include those which appeal directly to the immediate interests and educational needs of faculty, students, and community. Boarding schools will lay greater emphasis upon participation in group living in its various phases. Athletic programs will vary according to the physical development of the students and the geographical location of the school. A school in Vermont may include skiing among its activities, while one in Hawaii may sponsor surfing.

The number and variety of activities in the secondary school vary greatly. Even the smallest school organizations sponsor such activities as assembly, sports, and graduation exercises. Large high schools of from three to four hundred students often offer a very rich program such as the following from the Rochester, Minnesota, High School:

Airplane club	Dramatics
Archery	Driving
Art needlework	Handwork
Athletic association	Home management
Boxing	Home room
Bridge	Interscholastic sports (eight)
Chess	Library
Co-op (social club for girls)	Logic
Crafts	Music

Orchestra	Student assemblies
Photography	Student council
Radio	Theater arts
Rifle	Typewriting
Rod and reel	Weekly school paper
Senior record book	Wrestling
Speech and posture	

A very large junior high school (about fifteen hundred students) offers over a hundred and fifty activities grouped under the following headings:

Art	Reading
Auditorium	Science
Commercial and mathematics	Service in school
Cooking	Service outside of school
Foreign language	Sewing
Handcraft	Shop
Music	Social activities
Physical training	Writing
Public speaking	

The West Philadelphia, Pennsylvania, High School (five thousand students) divides its hundred activities into eighteen groups; namely,

Assembly	School clubs and affiliated organizations
Athletic association	
Banking	School dances
Class day and graduation	School patrol
Creative art activities	School service clubs
Home room	School store
Junior- and senior-class organizations	Student court
Lunchroom	Student government
Money-raising activities	Student publications

Tompkins<sup>1</sup> concludes his interesting discussion on estimated pupil participation in public high schools as follows:

It is reasonable to estimate that eight extraclass activities with an approximate membership of twenty pupils in each exist in the "hypothetical" average public high school. With a total of 24,314 public high schools in the Nation, this means an aggregate of 194,512 separate activity groups, nearly 200,000 teacher sponsors and 3,890,240 pupil members. If it were possible to include the number of teachers allied with more than one activity group, the estimated number of sponsors would undoubtedly have to be revised upward.

<sup>1</sup> Ellsworth Tompkins, "Extraclass Activities for All Pupils," *U.S. Office of Education Bulletin 4*, p. 24, Washington, 1950.

**Setting up a Program of Student Activities.** The activities program cannot be imposed upon the community, the faculty, or the student body. It is therefore most important that a thorough appreciation of the worth of the program be developed and that enthusiasm be built up on the part of those who will support and participate in it. Failures often occur because a traditional staff lays too much emphasis on formal classwork and marks and does not see the value of activities in vitalizing the traditional school subjects. Again the community might not be too impressed with what it considers to be the frills and fads of education. Skilled leadership and proper facilities may be lacking, and the student body apathetic.

An administrator who works under such conditions will need to proceed slowly. In such cases it is advisable to follow the policy of enrichment and to let the activities grow out of the regular classroom work so that the community, the students, and the staff will be constantly reminded of the intimate connection between these two parts of the school program. The desire for the activity and the motivation to sustain it should come from those who will support and participate in it. The administrator will take steps to bring this about. The activity program in this instance should be a growth, possibly a slow growth, rather than something which is fully developed and thrust upon the school by its principal or superintendent. Ultimately the aim should be to integrate the classroom and extraclassroom activities so that both are considered regular parts of the organized curriculum. During the last twenty years the growth in this direction has been steady and rapid.

Within the last two decades there has been a decided movement toward integration of subjects and activities, so that mental, physical, and social activities are part of every classroom situation. The flexibility of the elementary school curriculum and the fact that pupils stay with one teacher for the major part of each day make integration easy on this level. In the secondary school, with its departmentalized instruction, its graduation credits, and its college-entrance requirements, integration is much more difficult. The development of the core curriculum in recent years, especially in the junior high school, has brought about a climate in which such integration is possible. A unit based upon a center of interest, such as "The Home in American Life," must include many and varied subjects and activities if it is to be undertaken with any degree of completeness. This type of multiple activity under competent teacher leadership is also effective in providing varied activities in the small high school, where it is sometimes known as a multiple club. For example, a nature-study club under the direction of a competent teacher-sponsor might include the study of plants and animals and also earth-science, weather, astronomy, taxidermy, geography, map making, literature, creative writing, music,

photography, and sketching, as well as a number of health and socializing activities.

One of the finest types of unified activities developed in the last quarter century is the school camp. Michigan has been a leader in this movement, which has been copied in at least a dozen other states. In 1951, according to Johnston and Faunce, seventy-five schools participated in the project.<sup>2</sup>

Some of the schools own their own camp sites, while others use state camps in nearby areas. Besides the mastery of a great number of science concepts and skills, camping provides an adventure in democratic group living. Health, sanitation, cooking, and homemaking are essential parts of the program. Sometimes construction work, reforestation, wild-life preservation, and soil conservation are included. Many mathematical skills are required, as are skills in communication. Reading, storytelling, creative writing, music, folk and social dancing, and dramatics are natural parts of the year-round program. Perhaps one of the most important values of camping is the opportunity for individual counseling and group guidance. Since the group is usually smaller than the classroom or home-room group, the sponsor has a chance to study each student at close range, and each student must assume his appropriate share of responsibility for group welfare. Those who have participated in camping report that the desirable attitudes developed in the camp are transferred to the formal school situation and that boys who have been behavior problems before camping have discovered their relationship and responsibility to the group through this experience. The usual period of camping for each student is one week. It is estimated that the cost of such a program is \$15.17 per pupil, of which about one-third is borne by each camper.<sup>3</sup>

**Work Experience.** The secondary school has a very definite responsibility to provide work experience for members of the student body. This work experience may well become a substitute for and the equivalent of many experiences in the regular activities program.

In the realm of guidance, work experience is an educative activity having definite values of which the following are characteristic:

1. Successful work experience encourages an intelligent and healthy attitude toward work. . . .
2. Successful work experience develops in the student a sense of responsibility and self-reliance. . . .
3. Successful work experience helps the student to feel that he is a productive member of the community. . . .

<sup>2</sup> E. G. Johnston and R. C. Faunce, *Student Activities in Secondary Schools*, p. 269, The Ronald Press Company, New York, 1952.

<sup>3</sup> *Community School Camps*, 27, State Department of Public Instruction, Lansing, Mich., 1950.



4. Successful work experience enlarges and develops the perception of the student. . . .

5. The sense of achievement that comes as a result of successful completion of a particular piece of work promotes self respect, furthers ambition and stimulates initiative in seeking to enlarge the field of productive enterprise.<sup>4</sup>

One of the purposes of work experience is that of increasing each student's obligation to render his community some definite types of services. Participation in community drives—Red Cross and safety first drives, waste-paper collection, community memorial services, etc.—gives the student a true sense of belonging and brings about a better understanding of democratic living.

The second type of work experience has to do with another aspect of the guidance program in which the student is made acquainted with the world of work. Such work experience has to do with the development of competence in a vocation—on a job, behind a counter, at a workbench or a desk. Work experience makes one important to society and gives one status. Work experience is getting a job, and getting a job is the first big hurdle in economic independence and adult status. From a survey of 4,740 occupations in 40 industries, Reeves and Bell report that 67 per cent of all employers demand some work experience before employing new men.<sup>5</sup>

All youth should be given several types of experience because of their exploratory value. In rural areas some 90 per cent are provided for, through the experience demanded by the home and family. There are hundreds of jobs in every community providing work experience. These may be found through the initiative of the principal, the ingenuity of the teachers, and the cooperation of the community. Some of these experiences are paid for, while some are not. But whether paid for or not, the essential purpose is to give youth the opportunity to acquire most of the objectives of the activities program, for work experience aims to establish better work habits, promote enthusiasm, establish new interests and loyalties, and develop initiative, cooperation, and responsibility. Understanding, sympathy, and appreciation of another's point of view make for tolerance, developing both leadership and honest followership.

Supervision is necessary if the desired results of a work-experience program are to be achieved. It has been estimated that one supervisor can care for thirty pupils in such a program by devoting approximately one hour per day of his time. Where the program has become extensive,

<sup>4</sup> Curtis E. Warren, "A Work Experience for Youth," *Bulletin of the National Association of Secondary-school Principals*, Vol. 27, No. 117, pp. 69-78, November, 1943.

<sup>5</sup> Floyd W. Reeves and Howard M. Bell, *Youth*, p. 23, Resource Unit on Contemporary Social Problems. A mimeographed statement prepared for the Committee on Democratic Citizenship Sponsored by the National Association of Secondary-school Principals of the North Central Association of Secondary Schools, 1941.

schools have as many as three supervisors who relate the work experience to the educational program of the school. The school must know the abilities and interests of the students, the working conditions in the community, and the opportunities and requirements for achieving success in the respective vocations. The sponsors of the activities should work closely with the supervisors of the work-experience program, for in many schools the two programs are practically one. Club members displaying certain abilities, aptitudes, and interests are encouraged to seek the kind of employment for which they are suited. Again, when a misfit on a job needs training, the supervisor can recommend him to the sponsor of an activities group for the development of certain characteristics. To this end, the curriculum and the guidance program must focus attention upon the occupational adjustment of youth. Students should be assigned to work experience related to their capabilities and future purposes, so that the work experiences can serve them as individuals.

The constant question of the school and the administration should be: "Is the work-experience program extensive enough so that all the young people in school may have opportunities to participate in it according to their vocational needs?"

**The Schedule.** As the secondary school assumes its role of leadership in formal and informal education for its community, it will make its activities, including camping, available also to the adult population. In order to make it possible for all secondary school students to take part in the activities program and to service the community at such times as they can most conveniently participate, the problem of scheduling must be solved.

The chief object of scheduling is to make it possible for all who want to engage in activities or who can profit from them to be able to participate. The easiest time to schedule student activities is before or after school, for the following reasons:

1. The length of the activities period can vary to meet the needs of the activity or the students' interest in it.
2. Only teachers and students who wish to participate in activities are included.
3. The activities do not interfere with the regular schedule.
4. Noisy clubs, such as bands and certain shop projects, do not disturb regular classroom periods.
5. The school day is kept short. Only those who wish to participate need to stay after hours.

But there are also many disadvantages, chief among which is the selective rather than the extensive nature of the participation. Some other disadvantages are:

1. The staff responsibility for the direction of student activities is unevenly placed.

2. Activities are considered outside the purposes of the school.
3. The plan excludes students who have other duties or other interests before and after school.
4. Participation is almost impossible for those who depend on school-bus transportation.
5. A haphazard, uncoordinated, unsupervised group of activities may result.

In a recent study of large high schools, Tompkins<sup>6</sup> found that over 70 per cent scheduled the activities program as a regular part of the school day. This procedure has been in effect for over twenty years, and it is estimated that approximately half of the high schools in the United States, regardless of size, schedule their activities period as a regular part of the school program. It is interesting to note that the overwhelming majority of the large high schools were not concerned with transportation difficulties, but scheduled the activities period regularly because of its great contribution to the whole school program.

The number of activities periods per week varies from one to five. Most schools include three or more, using them for various purposes. Schools with an activities period each day frequently devote one period to home room, one to student council, one to student assembly, and two to clubs, intramural sports, and other activities.

The length of the activities period is an important consideration. It is generally agreed that the activities period should be equal in length to the regular class period. The attendance period of ten to twenty minutes at the beginning of the day is not an activity period. It is recommended that this attendance period be not more than ten minutes in length and be entirely devoted to roll taking, religious and patriotic exercises, and administrative activities. A few schools plan an extended activity period, frequently in connection with a shortened lunch period, by scheduling it at the beginning or the close of the day, or by establishing a core-type program in which large, consecutive segments of time can be used for instruction, activities, and guidance with great flexibility.

Another problem of scheduling is the place of the activity program in the school day. Those who advocate the first period believe the students are at their best at this time and can profit most by the activity, which can be begun before the formal opening of the school if the activity takes more than one period. Opponents of the plan say that lateness during this period interferes with the activity or that, since students are at their best first thing in the morning, the period should be used for the most difficult studies.

Those who favor the last period believe that an activity at the close of the day will provide welcome stimulation and change and that the activity

<sup>6</sup> Tompkins, *op. cit.*, pp. 21-23.

can carry on after school if necessary and convenient. This is especially true of athletics. In such cases bus schedules are sometimes adjusted to take care of those who practice athletics for several hours after school. A school system which staggers the beginning and closing time of its units can often take care of the relatively small number of students thus involved. Some schools run an activities bus in the late afternoon.

Opposition to the last period is based on the idea that everybody is fatigued by the end of the day and that both faculty and students tend to consider the period as something extra and therefore not important.

Those who favor scheduling the activities program in the middle of the day or during the second period believe that (1) all students are present at this time, thus assuring maximum participation; (2) it makes a pleasant break in the formal program of studies; (3) the period can be lengthened or shortened as desired if it precedes or follows the lunch period; and (4) there is only one break in the academic program.

Some schools vary the position of the activities in the schedule from day to day.

The method to use in allowing students to choose their own activities is an important administrative problem. The most efficient way—and probably the worst way educationally—is to require each student to indicate his first, second, and third choices on a card which is handed in to a member of the administration who proceeds to group the students for their activities. Some schools report a club-choosing period when students can visit sponsors and sign up for activities. Such a plan permits students and faculty alike to participate in the choice. Students enter other activities, such as music, dramatics, school publications, and athletics, by try-outs or invitation. Membership in student council and administrative activities is by election or appointment. Methods of placing students in activities will vary according to circumstance, but that method is most desirable which permits the widest possible freedom of choice by students and sponsors.

The secondary school of the future will probably extend its school day so that all members of the community can profit by its offerings at whatever time is convenient to them. For example, the nightworker who wishes to use the facilities of the woodshop during the day will find it possible to do so. The use of the library, gymnasium, laboratories, and other facilities will also be made available. Dramatics and group activities in music, such as chorus and orchestra, will be carried on in the early evening so that high school students and adult members of the community can participate in them together. The artistic advantages of such an arrangement are very great. If American society believes as fervently in the family and the development of community solidarity as it maintains, it must promote

activities to cement these institutions together and to prevent the fragmentation which is rapidly taking place.

### THE STUDENT AND THE ACTIVITIES PROGRAM

The student, for whom the whole program of activities is set up, must not be lost sight of in the mass of administrative detail. The following thumbnail sketch of the adolescent first as he enters the junior high school at twelve or thirteen and then as he leaves the senior high school or junior college at eighteen or twenty will suggest the need of certain activities and corresponding administrative procedures.

The secondary school student at twelve or thirteen is a maturing organism. Sex organs begin to develop; muscles and bones grow rapidly but unevenly, causing lack of coordination and awkwardness. Glandular disturbances often cause acne. Girls become concerned about plumpness; boys' voices begin to change, and a downy fuzz, the promise of a future beard, begins to appear. Boys and girls at this age often wear teeth braces. All these sudden changes tend to make the adolescent restless and self-conscious and submit him to considerable emotional strain, which is sometimes relieved by adventure and mystery stories, radio and television shows, and movies. The adolescent's intellectual power is greater than heretofore; he has a longer memory span, more retentive powers, and greater ability to generalize.

Socially he vacillates between childish and adult behavior. He has a great desire for peer status, yet he needs to attach himself to an admired adult. He develops considerable resistance to the home, yet he feels the need of parents and family. He is intolerant of younger brothers and sisters and uses family possessions (bathroom, telephone, best chair) without regard or consideration for others. He has a desire for privacy, is secretive about his activities, and resents too detailed questioning. Interest in members of the opposite sex develops, at first to ridicule them and finally to enjoy their company. Adolescents begin to look upon the parent of the opposite sex as a representative, sometimes as an ideal, of the mate they will seek. They desire above all things to conform; there is nothing worse than a feeling of being different. Although adolescents often choose a life-long friend of the same sex during this period, they like to be in groups, especially when they can exercise much freedom and when there is little supervision. Ethical and moral problems concern them.

At eighteen or twenty the adolescent has achieved the height of his physical and mental development. He begins to accept adult responsibility. He is interested in sex, morals, recreation, money, work, vocations, and future education. He has begun to settle down and to become serious.

In sports he changes from combative to contest types and is much interested in spectator sports, which he enjoys on a peer basis. Socially he values such groups as represent what to him is a desirable intellectual, social, or economic level.

It is a period of high optimism and idealism. Some revolutionary tendencies, usually of the parlor variety, develop at this period. The individual needs freedom from dependence, a feeling of self-sufficiency and self-reliance, association with the opposite sex, and a theory of life.

The above characteristics suggest the following types of activities:

1. Socializing activities, in which boys and girls can enjoy each other's company in groups: dramatics, school dances, parties, excursions, and the like.

2. Administrative activities, in which students learn to accept responsibility for their own conduct and for the school community in an increasing degree in accordance with their experience and skill.

3. Social service projects, which appeal to a student's sense of altruism and develop a feeling of community responsibility.

4. Varied sports and recreation programs, especially those which assist the student to choose a sport for his participation as an adult.

5. Spectator sports, pep rallies, and activities promoting group and school spirit.

6. Organizations and activities which recognize socially worthy and acceptable ambitions and accomplishments of youth.

7. Activities which demand constructive thinking on community, national, and world problems.

8. Creative, exploratory activities in literature, music, the arts, and other forms of self-expression.

Given an activity in schooltime which is geared to the adolescent and which is sufficiently motivated, the administrator can expect a wide participation. The student who stoutly maintains that he does not want to take part in any activity because he has no interest in it is often shielding himself and nursing his pride because the activity he wants is beyond his reach financially, because he has been rejected by the membership or the sponsor, or because he has eliminated himself for some other reason. It is normal for the adolescent to be active.

The few who do not participate in the activities program are generally in need of guidance. No student should be denied participation in an activity which is essential to his educational development.

The point system is the most common method for stimulating and regulating student participation in activities. Some schools require a number of activity credits for graduation, while others list the activities on the student's permanent record where it is available to higher educational

institutions and to future employers. A more detailed description of the point system is included in the discussion of the student council.

Variety is a good criterion to keep in mind when choosing activities. Some schools insist that students choose one activity for the head, one for the hands, and one for the feet; that is, one activity of an intellectual nature, one requiring artistic or manipulatory skill, and one for physical recreation. This threefold classification, or any other, should be used merely as a guide to the selection of activities and never be adhered to rigidly. Rather, each individual should be advised to select those activities which meet his needs and utilize his assets.

### THE DIRECTOR OF STUDENT ACTIVITIES

The responsibility for the general organization, supervision, and administration of the activities program rests upon the principal. He and his associates will (1) state the general philosophy and aims of the program; (2) provide adequate space, time, and facilities; (3) select, train, and supervise sponsors; (4) promote student participation; (5) seek financial support for and community acceptance of the activity program.

While the principal in a small school may find adequate time to direct the activities program, the administrator of a school of several hundred or more will find it necessary to appoint an activities director or coordinator. To carry out an effective program, the principal must learn to select leaders and to delegate authority. In small organizations the activities director teaches part time, but in large organizations the activities coordinator has the title of assistant or vice-principal and has no teaching assignment. The duties of the activities director are many and varied. Below is a list of duties compiled from information submitted by ten directors:

1. Plan the schedule of the year's activities, especially days set aside for club choosing, for assemblies advertising the student association, for the athletic association, for the club offering, and for the awards and recognition programs.

2. Consult with faculty directors of the student governing body and the athletic association regarding their plans and procedures for the year, and attempt to coordinate and unify them. The procedures are then more readily followed by teachers and pupils, and possibilities of error are eliminated.

3. Supervise home-room organizations.

4. Check up on the qualifications of home-room officers who are sent as representatives to the student board and the athletic council.

5. Plan the year's assembly programs with the assistance of a committee of the faculty and student body.

6. Supervise the selection of safety guards, corridor and lunchroom committees, and study-room guards; and give general supervision to their activities.

7. Give general supervision to the board of student publications. This board is usually under the direction of a member of the English department, but the director of activities is a member of the board ex officio.

8. Set dates of special activities, such as concerts, parents' nights, school plays, operettas, school dances, and benefits, and appoint committees for carrying out each project.

9. Secure a list of clubs that the teachers desire to offer.

10. Secure requests from students for new clubs.

11. Measure student demand for clubs already offered.

12. Compile a list of clubs to be offered during the term.

13. Notify students of clubs to be offered. Promote the club program through advertising.

14. Provide for the registration of students in clubs.

15. Provide for the registration of absent students.

16. Take individual care of those who need help in choosing a club or who are to be excused from club activities.

17. Check the registration of students in clubs.

18. Equalize numbers in clubs by dropping unpopular clubs, creating two or more similar popular clubs, or asking students to take their second choice if a club is slightly overcrowded.

19. Check on attendance and absence with office records for cutting.

20. Take care of transfers from one club to another.

21. Keep files so that students can be easily located during club periods.

22. Take care of special discipline cases during club periods.

23. Supervise the school store.

24. Coordinate with the transportation service to take students to museums, festivals, etc.

25. Coordinate with museums, neighborhood stores, and other sources for equipment and illustrative material to be used in the club program.

26. Check with the student-association sponsor on the credentials of students receiving honors for school service and citizenship.

27. Check with the sponsor of the athletic association for the credentials of students receiving letters, numerals, and certificates.

28. Check with grade chairmen or course chairmen the credentials of those receiving academic honors.

29. Act as coordinator for the out-of-school activities of high school students, such as Hy-Y, scouts, 4-H clubs, and honor societies.

30. Promote friendly relationships with neighborhood recreational agencies so that students will want to continue club activities upon graduation.



31. Issue bulletins of club opportunities in the senior high school and in the neighborhood.
32. Supervise the copying of each student's activity record on his personal-history file.
33. Supervise the making of transcripts of records to accompany other forms for higher schools and for job placement.
34. Conduct educational research on cocurricular activities.
35. Supervise the details of the graduation program.

### THE SPONSOR OF STUDENT ACTIVITIES

The key person in the direction of any activity is its faculty sponsor. The development of the activity program in the American secondary school in the last quarter century makes it necessary for the great majority of new teachers to direct activities. Training in academic subjects alone will not suffice, nor will occasional lectures on the nature and direction of student activities. The qualification most desired by school administrators is experience. It is therefore important that the prospective secondary school teacher not only should have a full understanding of the activity program but also should have participated in it on both the secondary and collegiate level. Teacher-training institutions are beginning to organize graduate and undergraduate courses on activities; but until such courses become functional on college campuses and in communities, preparation for this important phase of high school life will remain inadequate.

The sponsor should be a person of great vitality, enthusiasm, tact, and experience and should possess the following special qualifications:

1. Expertness in his subject matter. He must know considerably more than is included in the textbook or the course of study, so that he speaks with authority not only in the field of his specialty but also in related fields.
2. Ability to discipline effectively. He should have a way with the students and gain their respect by what he is, does, and knows, rather than by what he threatens.
3. Knowledge of adolescent psychology. He should realize that he is teaching students rather than subjects.
4. Sympathetic attitude to the problems and needs of youth.
5. Interest in the problems of social living.
6. Interest in many things.
7. Awareness of community problems and needs.
8. Venturesomeness and adaptability. He should be anxious to explore new fields and new problems.
9. Ability to get along with people.

**In-service Training of Activity Sponsors.** Many administrators find it much more effective to employ teachers whose training and general attitude is sympathetic and responsive to the activities program. However, when the faculty has been long established and feels that subject matter presented in the traditional manner is the only avenue of education, a program of in-service training is essential. This requires time, patience, and sometimes considerable endurance, for it is difficult for teachers to move from the sure and certain practices of tradition to the more or less uncertain and exploratory procedures that the democratic practice entails. In order to bring about more democratic practices in his school, the principal knows that growth begins with a challenge which is followed by insight and conviction on the part of the teacher. The activities director should encourage activities which demand pupil-teacher planning, so that the teacher may see that when the understandings and abilities of students are called upon, their release of energy and enthusiasm proves astonishing. If teachers are made to feel that no penalty will be imposed when they slip away from tradition and attempt a new approach, a decided step will have been taken to relieve teacher tension. Then, if the teacher will permit the student to make a mistake here and there and follow up by having the mistake corrected by the student, the democratic process is under way. Common practices of in-service training are:

1. Observation of effective, cooperative teacher-pupil planning on any grade level.
2. Visitation of activity sponsors in their own schools or school systems or in other communities.
3. Readings, round-table discussions, and forums.
4. Conferences with speakers and other experts brought in to the school as consultants or to give demonstrations.
5. Courses in activities in colleges or universities.
6. Setting up of a school project—e.g., a school play, radio station, school fair, or field day—which requires the active cooperation of the entire school community.

The following general principles of administration of school activities should be borne in mind:

1. Relate all activities to the school curriculum or to pupil and community needs and interests.
2. Organize new activities only in accordance with student demands.
3. Discontinue activities which have little or no appeal to the students.
4. Minimize interscholastic competition and promote intramural activities in sports, music, and speech.
5. Plan activities so that they can be carried on at little or no expense to participants.
6. Conduct most activities on school property in schooltime.

7. Allow any pupil to participate in any activity from which he derives benefit without regard to his conduct or success in the other phases of the school program.

The administration of the activities program involves the entire school community—staff and students. It will be successful only to the extent it is believed in and participated in.

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## CHAPTER 4

### *Financing and Promoting Student Activities*

#### COSTS OF EXTRACLASS ACTIVITIES

One of the most disturbing facts in connection with free public education in the United States is what has been aptly termed "hidden costs." It is estimated that the cost of the activities program varies from \$300 to \$12,500 annually, with a median of about \$4,000. In his 1947-1948 study, Hand<sup>1</sup> points out that participation in athletic events costs as much as \$100 per pupil, class dues range from a low of 25 cents in grade seven to a high of \$5 in grade twelve. Art material costs from 40 cents to \$10, class rings, from \$3.50 to \$24; dramatics, a high of \$12.50; senior high school orchestra, \$16.5, and contributions to drives, \$2.25.

Hand further points out that during the depression, when over half the families in America had incomes of \$1,500 or less, the average cost per pupil of attending high school was \$125 per year, exclusive of food, clothing, shelter, and transportation. Moreover he states that costs increased sharply from freshman year (\$95) to senior year (\$150).<sup>2</sup> And much of this cost is entailed in participation in activities.

Such a state of affairs discriminates against boys and girls whose parents are in the low-income brackets. In some cases the student is forced to leave school, and in others he is not financially able to participate in student activities. No community which calls itself a democracy and believes in equality of educational opportunity can allow such a situation to exist. Costs must be kept to an absolute minimum in the public school, and provisions must be made to allow students to participate at no cost when they find the expense prohibitive.

**Financial Support.** There are at least six ways in which student activities are financed: (1) by public taxation; (2) by membership dues; (3) by sales, benefits, and other fund-raising activities; (4) by contributions from

<sup>1</sup> Harold C. Hand, "Principal Findings of the 1947-1948 Basic Studies of the Illinois Secondary School Curriculum Program," *Bulletin* 2, pp. 50-63, Springfield, Ill., 1949.

<sup>2</sup> *Ibid.*, p. 9.

citizens, business firms, and other sources; (5) by the activities ticket; and (6) by individual admission fees.

**Public Taxation.** If the activities program has the great educational value that the overwhelming majority of educators maintain that it has, there is as much reason for boards of public education to support an activity in dramatics as a class in Latin. There is fortunately a movement in this direction in the financing of public education. It is slow and scattered at the present time, but it is growing.

Studies by Romaine <sup>3</sup> in Colorado and Trump <sup>4</sup> in schools of the North Central Association indicate that some school boards support the activities program from 50 to 100 per cent.

Many of the extraclass activities which are carried on in the secondary school have audience interest and money-making value. Unfortunately this has led to the notion that they should support themselves. Activities in music, dramatics, and athletics, for which admission is often charged, not only are expected to be self-supporting, but are often called upon to carry the financial burden of the entire activities program. It must be borne in mind that the primary purpose of activities in school is educational for those participating in them. When this important fact is lost sight of and pupils and teachers are exploited to attract large audiences, the values of the activities program to the school community are decreased, negated, or lost completely. As now used the large stadiums connected with public high schools are costly to build and maintain, are used infrequently, and have little real educational value.

**Dues.** In many schools the students begin to pay dues as soon as the classes are organized. This is a good method of systematic saving and of building up a fund against which expenses of the junior and senior year can be charged. Many schools encourage students to open individual bank accounts from which they can draw from time to time. Other schools collect nominal dues which they put into a general class treasury and from which all expenses are paid.

Many school clubs also charge weekly or monthly membership dues to defray current expenses. In some cases in which a considerable outlay of funds is necessary to purchase a costly piece of equipment which can be used for several years, clubs are permitted to borrow from the school's general activities fund and to pay back the loan as funds become available.

**Fund-raising Activities.** In many schools student activities, school projects, and even equipment are financed by sales, benefits, drives, tag days, sale of student services, and other types of fund-raising activities. Projects

<sup>3</sup> Stephen Romaine, "Administering Pupil Activities in Secondary Schools," *Journal of Educational Research*, Vol. 45, No. 8, pp. 615-621, April, 1952.

<sup>4</sup> J. Lloyd Trump, *High-school Extra-curricular Activities: Their Management in Public High Schools of the North Central Association*, pp. 18-41, University of Chicago Press, Chicago, 1944.

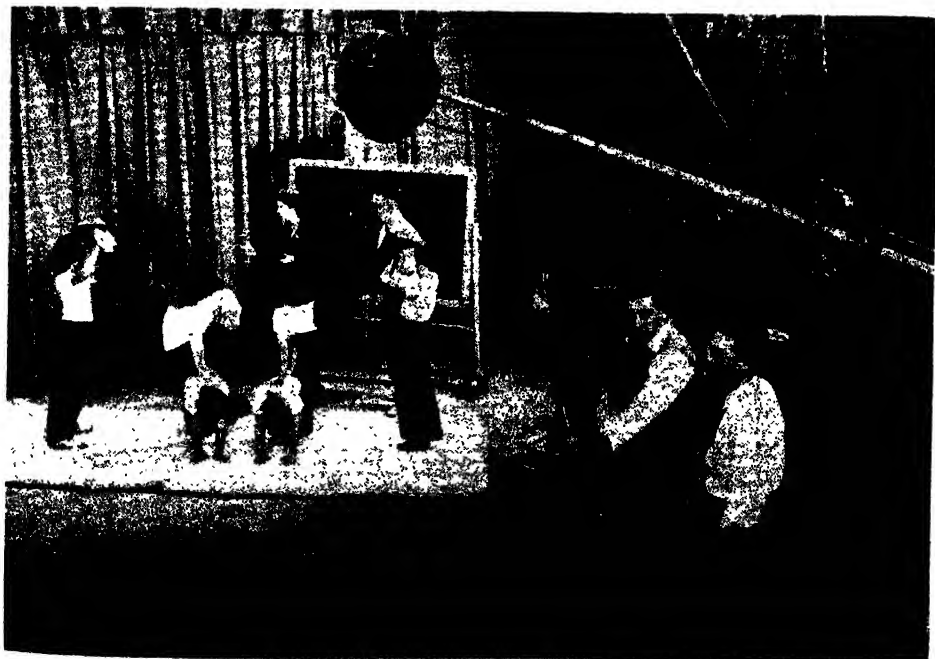
of this type are divided roughly into all-school projects and individual group projects. All-school projects usually are carried on to secure some needed equipment, such as a motion-picture projector, or to provide a basic activities and welfare fund to assist worthy students and school activities. On occasion the organized classes are permitted to take over one or more school services for which students are paid, such as serving in the lunchroom, selling refreshments, collecting tickets, and ushering at football and basketball games—and even some forms of gardening and custodial services. Each student participates in the activity, and the wages usually paid for these services are assigned to the class treasury to pay for class activities. Classes and clubs in rural areas often maintain a booth at country fairs, while in suburban and city schools students often have cake and candy sales, scrap drives, and the like. Some schools hold an annual circus, bazaar, or field day with booths and side shows to coax the reluctant nickels into their treasuries. Sometimes subscriptions to current periodicals are peddled from door to door. Such activities are looked upon favorably by certain groups because they are said to encourage youth “to go out and dig for themselves” and are “in the American tradition of free enterprise.” When carefully planned and guided, such activities may give valuable experience, but all too often the work and financial contributions are concentrated in a relatively small group and fail to reach those who have no other financial responsibility to the youth of the community.

*Contributions.* Student publications and broadcasting activities are partially financed by ads, by courtesy notices, and by lists of sponsors. Most businessmen regard such contributions as part of their public-relations budget. Frequently service clubs, women’s clubs, and fraternal organizations can be interested in the support of an activity which is related to their objectives. Such support is highly desirable from the standpoint of public relations, provided that the purposes of the project and the methods by which it is carried out are in the hands of the proper school authorities.

*The Activities Ticket.* At the beginning of the term many schools sell an activities ticket which admits the bearer to athletic events, school entertainments, and school dances, and sometimes provides him with copies of school publications. Costs of activities tickets vary greatly from a low of 50 cents to \$10 or more. The student can pay for the activity ticket at the time of purchase, in which case he often receives a discount, or he may pay for it in weekly or monthly installments. The ticket is punched or stamped valid until a certain date, or stickers are attached to it so that the person at the gate can check on its validity. Sometimes activity tickets contain the number of events during the year and are stamped for each event. Occasionally events are weighted so that a football game or the school show may require two or more punches as against



KSLH workshop produces a program in the Library Shelf Series for In School Listening in the St. Louis, Missouri, schools.



Physical education class demonstrates before TV camera for in-school viewing in Minneapolis, Minnesota, public schools.



Modern dance A dramatic moment in "Street Scene" by a combined group of dancers from the Philadelphia, Pennsylvania Public High Schools



Katharine tells what duties wives owe their husbands in Shakespeare's "Taming of the Shrew" Glendale High School, Glendale, California



one punch for a track meet or school dance. The ticket is often transferable. The activity ticket is looked upon favorably in many schools because it provides a plan of systematic saving and payment for students, who can thus determine the minimum cost of full participation in school activities, and because it provides a means whereby the yearly budget for activities can be projected in the fall, and funds can be allotted to various activities. The sale of the activities ticket eliminates the necessity for tag days, campaigns, and the sale of tickets to individual events.

**The School's Financial Officers.** Wherever there are student activities and a student activities fund the principal or headmaster of the school must assume responsibility for administering them. In small schools he often acts as treasurer himself, but in larger organizations he frequently assigns the administration of the budget to the vice-principal or a member of the commercial department. In many states this procedure is required by law, and in many independent schools similar provisions are made in the statutes of the corporation. In recent years there has been a tendency to apply the term treasurer to the chief student financial officer.<sup>5</sup> Such terms as faculty sponsor, financial adviser, and fund administrator are coming into popular usage. Whatever the term used, the responsibilities of the officer remain the same: he is charged with the entire responsibility for administering the activity fund of the school.

When the student council is thoroughly organized with a complete set of officers, there is usually a student treasurer who works along with the faculty adviser and the finance and budget committees of the student council. The Newton High School of Newtonville, Massachusetts, chooses to call this officer the "bursar" and to reserve the term "treasurer" for the financial officer of each activity.<sup>6</sup>

The advantages of involving students in the administration of the finances of the secondary school are considerable. The establishment of a well-organized student finance committee will accomplish the following:

1. Give experience in making a budget
2. Give experience in living within the budget
3. Teach the value of money
4. Help students to grasp the entire financial situation of the whole activity program
5. Train students in the simpler techniques of banking and accounting
6. Involve many students in the financial aspects of the activities program
7. Develop accuracy, dependability, and honesty in handling financial matters

<sup>5</sup> Paul E. Elicker (ed.), "The Student Council in the Secondary School," *Bulletin of the National Association of Secondary-school Principals*, Vol. 28, No. 124, p. 97, 1946.

<sup>6</sup> *Ibid.*, p. 52.

8. Make students aware of where their money goes
9. Show students the relationship between planned activities and the financial means for carrying them out
10. Encourage students to assume their responsibility for the financial success of the activity program

Organizing the student body to assume financial responsibilities is an important part of the activity program. Some secondary schools elect a finance committee as part of the student-council organization. The student-council treasurer is usually the chairman of this committee, which is made up of the treasurers of activities with large budgets—such as boys' athletics, girls' athletics, music clubs, publications, and dramatics—and a boy and a girl representative from each of the organized classes.

Frequently the key positions in the committee are held by juniors and seniors who have freshmen and sophomores respectively as understudies. Students may succeed themselves in office, for it is a distinct administrative advantage to train students over a number of years to carry out the detailed, intricate, and precise duties of the committee. Many administrators believe that one or more members of the faculty should also serve on the finance committee. The treasurer of the school is a member ex officio.

Another type of organization, found in junior high schools and where there is a school bank, is the "treasurers' club" made up of the treasurers of all school home rooms and the treasurers of activities. The purposes of the treasurers' club are (1) to instruct treasurers in the details of the banking program and in the techniques of depositing and withdrawing funds from the school treasury, (2) to develop and carry out school drives and other types of money-raising activities, and (3) to provide a laboratory in which to learn the principles and practices of business management.

In order to carry on the details of financing student activities, the faculty financial adviser should have an office large enough to permit students to work on the various phases of the program and in which meetings of the finance committee can be held regularly and frequently. The office should contain the school safe and files and cabinets which can be locked. The room itself should be capable of being securely locked. As small an amount of money as possible should be kept in the school after school hours, but whatever is kept, together with school records, should be carefully guarded. The faculty adviser and the student treasurer, if he handles large sums of money independently, should be bonded for the school's and their own protection.

Opinion is divided with regard to the exact relationship between the activities fund and the board of education. Some writers advocate that all monies collected be turned over to the board of education for budget-

ing as it sees fit; others believe that the activity fund is no concern of the school board, but that activities which make money and are conducted after regular school hours should pay service charges for the use of the school's property and facilities.

The Commonwealth of Pennsylvania took an advanced position in 1949 when it recognized the part played by activities in our educational program, under Section 511, headed School Athletics, Publications, and Organizations. (a) The board of school directors . . . shall prescribe, adopt and enforce such reasonable rules and regulations as it may deem proper, regarding (1) the management, supervision, control, or prohibition of exercises, athletics, or games of any kind, school publications, debating, forensics, dramatic, musical and other activities related to the school program, including raising and disbursing funds for any or all such purposes and for scholarships, and (2) the organization, management, supervision, control, financing or prohibition of organizations, clubs, societies and groups of the members of any class or school, and may provide for the suspension, dismissal, or other reasonable penalty in the case of any appointed professional or other employee or pupil who violates any of such rules or regulations. . . .

(d) Not-with-standing the use of school property . . . it shall be lawful for any class or organization, etc. . . . to raise, expend, or hold funds, including balances carried over from year to year, in its own name and under its own management, under the supervision of the principal or other professional employee of the school district designated by the board. Such funds shall not be the funds of the school district but shall remain the property of the respective school, class, organization, etc. The treasurer or custodian of such funds shall furnish to the school district a proper bond, in such amount and with such surety or sureties as the board shall approve, conditioned upon the faithful performance of his duties as treasurer or custodian. . . . The treasurer or custodian shall be required to maintain an accounting system approved by the board, shall deposit the funds in a depository approved by the board, shall submit a financial statement to the board quarterly or oftener, at the direction of the board and shall submit the accounts to be audited in like manner as the accounts of the school district.<sup>7</sup>

**The Budget.** Among the first responsibilities of the student council at the opening of school in the fall is the preparation of the budget. Each activity should quickly estimate its annual income and the cost of its year's operation. This budget should be submitted promptly to the finance or budget committee of the student council, which should make a comprehensive budget for the entire activities program of the school. Such a budget should not only provide for the estimated expenditures but also include a substantial contingency fund to take care of emergencies as they arise. The school's fiscal year should run from September to September

<sup>7</sup> School Laws of Pennsylvania, 1949, *Bulletin 2*, p. 64. Commonwealth of Pennsylvania, Department of Public Instruction, Harrisburg, Pa.

rather than from September to June, and good budgeting requires that the activities fund end its year of operation with a balance which can be drawn upon until new funds become available. It will be the budget committee's responsibility to determine the possible income from all sources and then to adjust the individual budgets so that the activities program can be carried on within its income. Sources of income for activities budgets are (1) appropriations by the school board; (2) income from dues, assessments, and activity-ticket sales; and (3) revenue from drives, sales, advertising, and gifts.

Many schoolmen do not look with favor upon drives, sales, advertising, or gifts as sources of income; and all agree that if these sources are used, the contacts and activities of students in connection with them should conform to the general educational objectives of the school. When the activities budget has other sources of revenue besides the funds which the members can collect by themselves, each activity may be asked to submit a minimum and a maximum budget. The budget committee usually guarantees the minimum budget and sometimes grants additional funds up to the maximum if such funds are available. It is thought that this procedure teaches students to live within their budgets and also forces them to decide whether their activities should be curtailed or whether they should seek other sources of revenue to continue and expand a rapidly growing activity. Under unusual circumstances school boards will write off the deficit in the activities fund. A general school budget is to be preferred to a series of individual budgets for the following reasons:

1. It gives a complete picture of the financing of student activities.
2. It allots funds to valuable activities which have little or no source of revenue without pauperizing them.
3. It makes it possible for the secondary school principal to promote the activities program as a whole.

When each organization manages its own budget, organizations which are expensive to operate and have a limited income receive a share of the revenue of activities with which they cooperate. The orchestra receives a share of the receipts of the school play, and the band receives a share of the gate receipts at football and basketball games. A good budget will

1. Give students experience in handling funds and in systematic financial procedures.
2. Permit a better-balanced activities program by giving support to worthwhile non-revenue-producing activities.
3. Space expenditures and thus make funds available throughout the year.
4. Provide an emergency fund for unforeseen expenses.
5. Carry a balance to begin the next year's activities.

6. Systematize fund raising and prevent sporadic drives and other undesirable practices.

**Accounting Systems.** In order to implement the judicious allotment of funds for the different activities of the secondary school, a good system of accounting should be in effect. The following seven standards represent the consensus of a committee of high school principals in Kansas:

*Standard I*—Each person responsible for the final receipt of money and for issuing and signing general receipts and checks should be bonded with a surety bond in an amount equal to the largest anticipated amount of money on hand at any time during the year.

*Standard II*—All receipts should be issued from duplicate or triplicate receipt books with both original and carbon copy receipts serially numbered and accounted for.

*Standard III*—All disbursements should be by bank check with supporting voucher. In the signing of voucher and check, at least two signatures, those of the high school principal or superintendent and the sponsor of the individual activity account, should be required.

*Standard IV*—A simple columnar book, bound or loose leaf, is recommended for keeping the accounts. In this the general summary of the fund, the distribution of assets in bank and other places, and the individual activity accounts, may be shown in adjoining columns in such manner as to present easily page-by-page balances.

*Standard V*—It is recommended that summary statements of all accounts be prepared as of the close of each calendar month, or other similar period, including bank reconciliation, and that copies of such statements be placed on file in the high school principal's or superintendent's office and the board of education or school district office.

*Standard VI*—All activity accounts should be audited at regular periods of one or two years, preferably by a licensed municipal accountant under the direction of the board of education or school district board. It is preferable that this audit be annual. One copy of the auditor's report should be placed on file, with the account book, in the high school principal's or superintendent's office, and one filed with the clerk of the board of education or secretary of the school board. Upon any change in the managing personnel, the responsibility of the assuming official or sponsor (should) be determined by an audit of the books or by an agreed statement of assets and liabilities of the fund or account.

*Standard VII*—It is further suggested that the best accounting procedure and educative practice implies operation of each separate account under a planned budget, as largely as possible with the cooperation of the students of the school.\*

\* G. L. Cleland, "A Centralized System of Accounting for Student Activity Funds," *Bulletin of the National Association of Secondary-school Principals*, Vol. 28, No. 119, pp. 29-46, January, 1944. Quoted by John M. Trytten and Walter E. Hess, in "Extra Curricular Funds," *Bulletin of the National Association of Secondary-school Principals*, Vol. 36, No. 184, p. 208, February, 1952.

**Procedures in Fund Accounting.** A simple system of accounting will facilitate the handling of school funds and reduce the amount of error. Such a system will include at least five procedures; namely, the sale of tickets, the making of deposits with the school treasury, the disbursement of funds, the keeping of individual accounts by each organization, and the compiling of a general monthly statement of the status of the activity fund.

Tickets should be numbered consecutively and clearly marked with the purchase price. Accurate records should be made of ticket distribution, and after the event each ticket should be accounted for.

The financial policy of the school will determine whether monies received should be deposited into a general treasury from which all funds are drawn or whether they should be credited to the organization making the deposit. In any event the individual making the deposit should receive a receipt, made out in duplicate. The original is kept by the depositor; the carbon copy is retained by the school treasurer. If a receipt book with permanently bound carbon copies is used, the school treasurer has a permanent and complete record of all deposits made with him. The following form is suggested:

**Form A**

Name of School

**Receipt for Deposit**

Received from \_\_\_\_\_  
Organization

\$ \_\_\_\_\_  
\_\_\_\_\_  
Organization Treasurer

Proceeds from \_\_\_\_\_

No. \_\_\_\_\_ Date \_\_\_\_\_  
School Treasurer

When an organization wishes to draw funds from its budget the treasurer fills out a "pay order" which, when signed by the faculty sponsor, is presented to the school treasurer for payment. If the request is granted, the school treasurer makes out a check which is signed by the proper authorities. The pay order and the school treasurer's canceled check become the permanent records of the transaction. A sample pay-order blank is suggested:

## Form B

**Name of School**  
**Pay Order Blank**

### To the School Treasurer

Date \_\_\_\_\_

Pay to the order of \_\_\_\_\_ \$ \_\_\_\_\_

Dollars

**For** \_\_\_\_\_

**Charge to account of**

## Organization

### Organization Treasurer

**Organization Sponsor**

In order to keep a systematic record of deposits and disbursements for each activity, a ledger sheet or card should be kept for every organization. The card should contain the signatures of the organization's treasurer and faculty sponsor, the budget allowance, and information with regard to special rulings (if any) which apply to it. Receipts, disbursements, and budget balance should be recorded with the date of each entry. Such a ledger sheet as the following is acceptable:

## Form C

**Name of School**  
**Student Activities Ledger**

**Budget Allowance \$ \_\_\_\_\_**

Name of Organization

### Organization Treasurer

Remarks \_\_\_\_\_

### Faculty Sponsor

[illegible]

Each month the school treasurer should make a detailed report in triplicate of the financial standing of each activity and of the activities fund. This report should be filed as a part of the treasurer's permanent record. One carbon should be deposited in the office of the principal or of the school board, and the other should be made available for examination by school organizations. Sometimes individual monthly statements are sent to the treasurer of each organization.

The main purposes of these procedures are (1) to keep an accurate record of school activity finance, (2) to make it possible for newly elected or appointed student officers to know the exact status of the activity fund when they assume office, and (3) to help the student activity program to operate within its budget.

### *"Extra Pay for Extra Work"*

The conduct of student activities often causes great inequalities in teacher load. The interested sponsor spends much time—and often money—to further an activity, while other colleagues feel no responsibility after the regular school day. Those members of the staff who devote extra time should be paid according to the educational worth of the activity. Practically, it is almost impossible to do this since many factors must be taken into consideration. One of the best means of measuring the teacher load of high school instructors is the revised Douglass formula.<sup>9</sup> This scale has received wide acceptance. The formula takes into consideration such items as the amount of preparation needed to teach the various school subjects at different grade levels, the amount of preparation needed for teaching duplicate sections, the number of class periods per week in a teacher's schedule, the number of pupils, the number of periods spent on school duties, and period length.

Many schools extend the school day to include the activity period. The number of hours the teacher spends in actual teaching and in directing student activities is determined, and his schedule is so constructed as to include all his work in the regular school day. Thus if a teacher coaches a sport which requires several hours of practice daily, extending into the late afternoon, the teacher is excused from the first few periods of the school day. When athletic coaches are required to teach academic subjects, the course is frequently divided into units of work taught by the coach whose sport is inactive at the time. If teachers are expected to work during an extended school day, salaries must be raised accordingly.

Much of the abuse and inequality is caused by the overemphasis—almost professionalism—demanded in sports, notably football and basket-

<sup>9</sup> Harl R. Douglass, "Applying the Revised Douglass Formula for Measuring Load of High School Teachers," *Bulletin of the National Association of Secondary-school Principals*, Vol. 36, No. 188, pp. 66-68, October, 1952.



ball; by the extra demands and out-of-school engagements requested of school musical organizations; and by the money-making objective of the dramatic club. If the commercial and competitive aspects of these activities were deemphasized, school boards and alumni groups would not be prompted to hire expert coaches at big salaries and with little knowledge of educational aims. The entire school program should be arranged to provide "equal pay for equal work."

## PROMOTING STUDENT ACTIVITIES

The modern secondary school has set up an elaborate system of curricular guidance, but for the most part the selection of student activities is left to chance. Of course, many types of informal guidance are operative. The reputation of certain activities and sponsors becomes known in the community and acts as an incentive or deterrent to new students. Activities in which pupils have engaged in primary school or in the community may be continued if they are also offered in the secondary school. The advice of friends or older brothers and sisters who have participated in secondary school activities influences considerably the first choices of new students. Many students do what their friends or associates do in order to maintain status in the group.

A more intelligent approach to the selection of activities is to set up a plan for promoting the activity program and for acquainting students with its offering. Such a plan should start in the last year of the elementary school and should include one or more of the following activities: (1) visits of the elementary school students to the high school during activity periods, (2) visits during club nights or exhibitions, (3) talks and demonstrations in the elementary school by activities sponsors or club members, and (4) discussion of the activities program by elementary school pupils under the guidance of their teacher or principal.

The program of extracurricular guidance should be intensified in the secondary school. It should not be confined only to the period of club choosing, but should be continuous throughout the year. The following activities are suggested:

1. Publishing a list of club offerings, with a short description and the name of the club sponsor, to be placed upon the home-room bulletin board where it may be consulted frequently by the students.

2. Publishing a mimeographed or printed bulletin which the students may take home to consider at their leisure and to discuss with their parents.

3. Devoting an assembly program to an explanation of the new clubs which will be offered.

4. Conducting a school-spirit or orientation club for freshmen and other

new students where school cheers and songs can be learned and where school traditions, the organization, function and operation of the student council, the athletic council, the club program, the awards system, and other phases of the activity program can be explained and demonstrated.

5. Arranging for short talks by club members and sponsors who visit home rooms. These talks are followed by questions and discussion.

6. Setting up posters, displays, and other types of visual advertising. The modern school has a bulletin board devoted to student government; several devoted to the boys' and girls' athletic program, both interscholastic and intramural; and a number of others devoted to welfare, music, dramatics, and other activities. Permanent display cases are used for a series of exhibitions by handcraft, collectors', and science clubs.

7. Presenting a club night to which students are urged to bring parents and other interested adults in the community. At such a club night the auditorium should run two or three short performances in which musical, dramatic, and speech clubs are represented. Cases and hallways should exhibit the work of the craft clubs, and as many clubs as possible should be in session to give the visitor an idea of how the club functions and what advantages can be gained therefrom. Club nights have proved very popular wherever they have been tried. Not only do they assist the pupil to decide upon the club he should like to join, but they acquaint the neighborhood with club activity, which is new to many, and present its advantages in an attractive and convincing way.

**Securing Community Support.** The average group of citizens will make every effort to provide those things in the school program which they believe to be vital to the education of their children, but they cannot be expected to make an effort and a sacrifice to support school subjects and activities for which they are convinced there is no necessity. It is therefore the responsibility of the principal and his staff to vitalize the activity program and to relate it to community needs, so that the value of each part of the program is readily understood.

Certain activities have instant community appeal and gain the whole-hearted financial support of the neighborhood. Chief among these activities are the football team and the school band. The great number of stadiums, built largely with government labor, and the growth in size and musicianship of school bands, in addition to their expensive equipment and uniforms, attest to the willingness of many communities to spend great sums of money on those activities which provide pleasure for large numbers of people and which publicize the town. Communities follow the team from game to game, frequently going to other towns to see it play; they talk proudly of "our team" when it is winning, and when it loses find an excuse or get another coach.

The school band has grown to a point at which it is often curricularized

because of the special appeal it has to the townspeople. The marching band with its color guard, its majorettes, its snappy uniforms, intricate maneuvers, and occasional good music is considered a necessary adjunct of the high school football game. Many persons are attracted to the high school games as much by the performance of the bands as by the playing of the teams.

Basketball is second in popularity only to football and when followed by a dance is often a source of weekly or biweekly amusement for the inhabitants of smaller communities.

Other sports have their followers to a lesser degree, as do other types of musical organizations. When music groups have developed a considerable reputation, so that they are invited to perform at community events or at music festivals, the community will often support them to the extent of providing equipment and transportation.

Dramatics has a great appeal, especially in communities to which Broadway successes do not come. The secondary school dramatics coach can render a real community service by producing notable plays and by integrating her productions with community dramatic groups, especially by an exchange of players.

Activities can be vital to community welfare. Biology clubs may study the insects and fungi which destroy plants and work out a plan for their extermination or control. Bird lovers' clubs may establish a bird sanctuary; gardening clubs may conduct experiments to determine the trees, flowers, and shrubs which can be grown most effectively in the community and can establish flower and vegetable gardens; agricultural clubs can study the care of animals.

Safety squads can be active in traffic control; welfare clubs can provide baskets at Thanksgiving and Christmas and day-by-day care for undernourished students; homemaking clubs can foster better living, manners, and social usage; social-studies clubs can study local history and produce a pageant about it; and art clubs can cooperate with women's clubs in arranging exhibitions and with businessmen's associations in providing street decorations for Christmas, Halloween, Memorial Day, and other holidays and special events.

The more student activities can be related to community groups, the greater will be their moral and financial support.

The best kind of publicity is the objective kind in which the citizens of the community experience the salutary effects of the activity program in their daily lives through the projects and services initiated in the school and carried out by its students. Another evidence of the effect of the school activity program which is more subtle and less obvious to the average citizen, but which is apparent to the parents, is the effect these activities have in the increased interest and skills of the students. But for those activ-

ities which are confined to the school, and for those citizens who are not brought directly into contact with the school through its students, publicity through posters, talks, radio, television, and the newspaper fulfills an important function.

Publicity will be effective if the administrator understands the following five concepts:

*What to Advertise.* Certain parts of the activity program itself, and certain parts of a new portion of the program which the administrator wishes to promote, have more appeal to community interest than others. It is usually more effective to publicize these few things than to try to spread publicity over the entire program at once, unless the object is to impress the community with the great variety of offerings and opportunities which are theirs through the school's program.

The value of additional training in job getting and pay increases has an instantaneous appeal, as has instruction in a currently popular sport or hobby. Sometimes the process or the equipment used in carrying on the activity is of interest. Learning to fix the old car in the auto-repair shop and practice in the gymnasium are of immediate interest, as are the uses of other special rooms in the school plant. In fund raising, the gift of the most prominent citizen of the town or its social leader may well add incentive to others. Names of prominent persons who have enrolled for after school activities, or objective evidence of great community interest through large enrollments, will often bring the undecided or careless around to the point of registering for the activity.

*When to Advertise.* Publicity which comes too soon or too late is often wasted. For example, there is not much point to beginning an intensive publicity campaign for an event which will happen in two months. Preliminary announcements may, of course, be made, but intensive publicity does not need to begin until two weeks or ten days before the event actually happens. On the other hand, initial publicity the day before the event is not very effective, especially in communities whose many activities necessitate the planning of calendars well in advance. We might say, then, that informative publicity should begin far enough in advance to preempt the date, and promotional publicity should be near enough to the event itself to keep it in the mind of the citizens and to stimulate a desire to participate in or support it.

The time to advertise enrollments for the school's night activities is immediately before enrollment; the time to publicize school clubs or student-government activities is when they are at the height of their season. The time to campaign for funds is when the most money is being made or when the citizens feel most inclined to give.

*How to Advertise.* All the advertising done by the school must be dignified; children should not be exploited for the sake of making an activity

popular or gaining public enthusiasm or financial support. Within these limits, there are certain things which may be remembered with profit. Advertising should be simple and direct, yet attractive and of decided news value. New phases of the school program or portions of the established program which are especially important because of their usefulness to the community or their news value should be presented forcefully through newspapers, radio, television, and posters.

Posters need to be made in attractive colors with designs that are striking to the eye, but above all they must summarize all the essential information in such a way that it can be easily read, understood, and remembered. Articles for the newspapers should be so constructed that the first paragraph gives all the essential information and so that the remaining paragraphs serve to explain or amplify it. This caution is necessary especially when crowded space necessitates the omission of part of the article.

Photographs should be clearly focused and taken by an experienced photographer; they should show only a few important persons or a group of students.

Radio programs should be short and rehearsed to the point of perfection. They must compete in quality of production with whatever the station broadcasts commercially. Listeners are not interested in the fact that this is the children's first attempt or that they planned it all by themselves, and since they cannot see the performers the cuteness or personality of the youngsters is of no avail.

Television shows are even more difficult to produce. Schools should put themselves in the hands of professional producers.

*Where to Advertise.* Obviously the place to advertise is where those who need to be informed of the activity will have a chance to read or hear about it. Short articles in inconspicuous places in the newspaper mean very little in school publicity. A large and important space must be assigned to school news if it is to be brought to the attention of the general public.

Posters distributed in prominently located store windows or in trolley stations where people wait and can read are most effective. Handbills distributed at busy street corners by uniformed students and notices flashed on the screen between shows at movie houses are also effective.

*To Whom to Advertise.* No matter how carefully the advertising material is prepared or how skillfully the campaign is handled, it will not be effective unless it reaches the people for whom it is intended.

Those who prepare publicity should keep in mind the special interests of the individuals or the group who are to be reached. The wealth of activities of the modern secondary school should make it easy to select appropriate material. Demonstrations, a film of school activities, or talks to

groups are suggested, as is the personal contact of the principal, headmaster, or director of student activities with influential citizens.

Finally, the activities program itself is one of the school's best means of publicity and public relations. Many administrators consider it to be the heartblood of the school—the part of the school program which can be most readily glamorized and which can create the greatest community enthusiasm.

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## CHAPTER 5

### *The Home Room*

**Place of the Home Room in Secondary Education.** The home room is the pulse of the school. It is the student's school home; it is the place where problems can be brought for a sympathetic hearing; it is a guidance center where the cooperation of students, parents, faculty, and the personnel of the community's social, spiritual, and health agencies is activated in the interest of student growth and development. It is the place where the secondary school student is known intimately as a person. for the subject matter of the home room is the *student*, both as an individual in terms of personal development and as a member of a social group in terms of his relationship to the teacher and to his peers.

It is a little community in which students and teachers learn the principles and practices of democracy by living democratically. It places its emphasis on education *through* living rather than education *for* living.

The growing size of the modern American secondary school makes the home room a necessity. It is an administrative device which brings to the large school the intimacy and sense of personal concern characteristic of the best one-room-school situation.

**Prevalence of the Home Room.** At the present time most American public and private secondary schools engage in some sort of home-room activity.

Many of these activities, however, are mere attendance periods during which only the administrative function of the home room is carried out. The activities of the home room are so important and so varied that they cannot be completed in the ten- or fifteen-minute period allotted to them in many schools. Observation of home rooms and home-room schedules throughout the country shows that time for this activity varies from five minutes each day to one hour each day, with many variations in between. There seems to be a general agreement among school administrators that in addition to the daily attendance period there should be at least one full-length period each week devoted to home-room meetings and home-room programs and that it should be regularly scheduled in the school program, usually in the block with other school activities. In a few schools

the home room has been abandoned because it was not successful. The principal causes of such failures are that teachers do not understand the function of the home room and do not know what to do. The functions and objectives should therefore be clearly stated, and a definite program should be set up. When this is done, teachers and pupils will not find enough time to do all that they want to do.

## THE HOME-ROOM PROGRAM

**Functions and Objectives of the Home Room.** In general there are six distinct functions upon which the program of the home room is based.

*To Establish Desirable Teacher-Pupil Understanding and Relationships.* Very often the subject stands between the student and the teacher in the regular class period. In large high schools teachers often change classes each semester so that many times the most that can be expected is that they know the names of their students. But in the home room, where teacher and pupil stay together for a longer period of time, mutual understanding, respect, and cooperation should be built up. The sponsor uses every means at his disposal to learn to know each student well. The student also has ample time to study the sponsor. In the home room the sponsor is on the student's side and the student is on the sponsor's side. They are partners in the great adventure of living and learning in the secondary school. This fundamental relationship must be understood and accepted by both because it is essential in achieving the other objectives of the home room.

*To Carry Out Certain Administrative Functions.* In order to guide the learner effectively through his school experiences, the modern school keeps many records upon which diagnosis and further developmental and remedial activities are based. The home room is charged with the responsibility for keeping such records accurately and using them for the student's development.

*To Provide Experience in Cooperative, Democratic, Group Living.* The home room is a society in miniature. Within the limits imposed upon it by the organization of the secondary school, such as age and similarity of activities and purposes, it should represent a life situation. Members of the home room will possess varying capacities, interests, and backgrounds. The skillful teacher will use such techniques as the sociogram, the case study, and group dynamics to gather information which will give a full and illuminating picture of each individual and his degree of acceptance or rejection in the group. From this evidence he will assist the members to develop common aims and to plan a cooperative program for achieving these aims. On the one hand, the group must learn to respect the integrity

of individual personality; while on the other, each individual must understand his place in the group and his relation to it.

*To Provide Citizenship Training.* Besides being a society in miniature, each home room in the American secondary school, whether public or private, should be a miniature democracy.

Democracy is best learned by practice. It is important that the home-room members learn the principles and practices of democracy through living.

*To Discover and Develop Desirable Individual Talents and Abilities.* One of the chief objectives of education is self-realization. The home-room sponsor will seize upon every opportunity to help the student discover his own abilities and limitations and will use every means at his disposal to develop desirable characteristics and to channel undesirable traits into socially useful patterns. The home room best provides the overview of the student necessary for the accomplishment of this objective.

*To Guide the Student.* Guidance is the most important function of the home room. The home-room sponsor will make the whole student his study and will utilize all the resources of the school to help him build an integrated personality.

In summary, the objectives of the home room determine its program, which will include activities in (1) administration, (2) group living, (3) citizenship training, (4) individual development, and (5) guidance.

**Administration.** Administrative activities are frequently carried on in the attendance period which begins the school day. Such activities consist of checking attendance and lateness, filling out office forms, attending to request and excuse notes, collecting money and other contributions for school projects, making announcements, reading the Bible, and saluting the American flag. All these activities should be carried out in a businesslike manner. Students should be encouraged to participate, but since administrative details are of an official nature they should be checked for accuracy by the sponsor. Bible reading should never be done without rehearsal, and saluting the flag should be a meaningful and not a perfunctory exercise. Administrative activities should be confined to the attendance periods and should not be carried over into the regular home-room period.

**Group Living.** While much of the academic work of the school is carried on in a highly competitive manner, cooperation is the key to home-room group living. The home room through its elected officers should engage in projects in which all can have a part. Aside from participation in projects which involve the entire school, each home room should arrange projects and programs of its own. They may choose to celebrate holidays, to correspond with students in other countries, to support some charity,

to devote their Saturday mornings to a work program among underprivileged persons, to engage in intramural sports, or to prepare programs of home-room talent to exchange with other home rooms. The students should cooperate in making the home room attractive, a good place to live. Some home rooms organize committees to promote regular attendance, to reduce lateness, and to coach members who are below standard academically. Activities should be designed to include all members of the home room so that each can feel a sense of belonging and of personal worth. Responsibilities should be shared, and each home-room member should contribute his fair share.

**Citizenship Training.** While constitutions and many rules and regulations seem to be out of place, the affairs of the home room should be conducted in such a manner that democratic living is being practiced constantly. Each home room should have its own set of officers, usually a president, vice-president, secretary, and treasurer, with perhaps a separate representative to the student council.

Before electing officers, home-room members might well devise a set of qualifications for each office. For example, qualities needed to make a good president might be (1) leadership, (2) fair-mindedness and interest in the whole group, (3) dependability, (4) ability to speak well, (5) good attendance record, and (6) passing school marks. Qualifications will vary according to the nature of the office. A vice-president who will be in charge of intramural sports should have interest and ability in athletics; a secretary should be able to write well and to report accurately; a treasurer should be honest and good in mathematics.

All elections should be carried on with these qualifications in mind. Those who place names in nomination and those who second them should show why their candidate is a good choice in the light of the qualifications which the group has set up. After the officers are elected, their activities should be evaluated in terms of the same qualifications and in the light of any election promises they have made. It is in this way that American youth will develop a critical appreciation of the working of our government and the part they will be called upon to play in it as voters.

Since citizens of a democracy select their leaders from among themselves to help them obtain the objectives which they themselves have agreed upon, the members of the home room will share the responsibility of working cooperatively with their leaders to accomplish their purposes. This may be done through committees, appointed or elected; and each member of the home room should be active in one or more of them.

**Home-room Meetings.** Home-room meetings should be carefully planned and timed. Occasionally they may be brief so that a large part of the home-room period may be given over to a prepared program. They should be conducted in a businesslike fashion and never allowed to drag. The spon-

sor should be an interested member, but should never dominate the group, nor should he pursue a laissez-faire or indifferent attitude toward the proceedings. Remarks like "You ought to do it this way" or "It's your meeting, I don't care what you do" are to be ruled out.

The agenda for the meeting should be planned by the president with the help of the sponsor, the other officers, and the chairmen of committees. It should never be handed to the class president by the sponsor. A full agenda for a home-room meeting will contain the following items:

1. Call to order
2. Reading, correction, and approval of minutes of previous meeting
3. Reports of officers
4. Reports of committees (standing and special)
5. Old or unfinished business
6. New business
7. Adjournment

**Individual Development.** An active program chairman will keep alert to discover hidden talent for the home-room programs. Occasional "talent shows" will give the hobbyist, the person who plays, sings, or dances, or the student who is interested in magic or storytelling an opportunity to display his talents. Programs celebrating holidays and special occasions will provide opportunities for members of the home room to pool their resources. An improvised quartet, dancing troupe, or dramatic group may lead to a permanent organization. Making posters, arranging the bulletin board, caring for plants and home-room pets, writing a home-room song, making costumes for a home-room play—all may reveal talent. Panel discussions on school topics will give students opportunities for self-expression. The sponsor should also be active in this respect, because information thus discovered may be significant in certain phases of the guidance program.

Besides artistic and athletic talents students may have special abilities in good housekeeping, in neatness of arrangement, or in caring for school property. These qualities often go unnoticed. The home room is the place where their worth should be given the recognition it deserves.

**Guidance.** The guidance program of the home room is concerned with group guidance, although individual counseling finds an important place. In general seven types of guidance are recognized:

1. Educational
2. Vocational
3. Recreational
4. Health
5. Social
6. Citizenship
7. Personal

**Educational Guidance.** Educational guidance is concerned with the assistance given to pupils in their adjustment to the school, its purposes, and its entire program: the physical plant, the curriculum, courses of study, and activities. It should be personal, positive, and developmental. It should attempt to discover the type of education which will reveal the student's capacities and help him to develop them. It will be concerned with the student's happiness and well-being in the school; it will help him to acquire and use successfully the common tools of learning; it will develop in him sound study habits and will include ample and accurate information about courses, curricula, requirements for graduation, fees and other costs, and requirements for entrance to advanced institutions.

Educational guidance is often thought of in terms of getting the student over academic hurdles and into college, but possibly the greater responsibility is to the noncollege student. Those who go to higher institutions will have the advantages of additional guidance services, but the boy or girl who leaves to go to work will be without further formal educational guidance. The home-room teacher should feel responsibility in this respect and should bring the student, especially previous to his leaving school, into contact with community agencies which will provide him with encouragement and opportunity to continue his education. A good program of educational guidance will create the desire for continued education and improvement. •

One of the most useful aids in orientation is the school handbook, which can be used as a text for learning about school rules, regulations, and traditions and as a basis for quiz programs. Pamphlets setting forth the school's curricular program, with its required and elective courses, should be circulated long enough in advance so that they can be carefully discussed and understood, thereby helping the student to choose his courses wisely. Manuals on how to study should be made available to those who need them, and college catalogues should also be available in some central location to which the home-room sponsor can refer the student who needs to consult them.

**Vocational Guidance.** Vocational guidance should help the student to choose wisely the trade, occupation, business, or profession to which he will devote his life. It should also help him plan his development to full efficiency in his chosen field. The home-room teacher and the student will do three things. First, they will study the student together—his interests, mental ability, health, physical qualifications, economic and social position—as objectively as possible. Secondly, they will study vocations and the factors necessary for becoming successful in them. And lastly, they will make as realistic and appropriate a choice as possible.

Books on occupations in the home room and library, motion pictures,

visits to industrial plants, talks and question periods with successful members of various occupations, and radio and television programs on vocational guidance will all be of material assistance. Conferences among student, sponsor, parents, and the school's vocational counselor will be required in many cases.

*Recreational Guidance.* Besides making a living each American must live a life. A lengthened life span and a shortened vocational career make the need for avocational guidance imperative. Three factors contribute to the making of a life: human relationships, civic activities, and recreation. All these activities are included in the phrase "worthy use of leisure." This section, however, deals only with those activities which are included in what is generally called hobbies. The club program of the school will be one of the chief instruments for assisting the student to discover and develop a suitable hobby. It is a good practice to provide every student with a descriptive list of clubs and other activities of a hobby nature which the school sponsors. Such a list may well become the basis for home-room discussions about the value of having one or more hobbies which can be continued throughout life. As stated before, there is a theory in some schools that each student should have one hobby for the head, one for the hands, and one for the feet. In other words, one hobby should appeal to the intellect and should have to do with knowledge and appreciations; another should deal with skills, including arts and crafts; and one should be concerned with physical development, including individual and team sports. The home-room sponsor will want to study the student and help him find the hobby that is most suitable to his interests, abilities, and aptitudes. He will want to guide his students to realize the importance of recreational activities, to widen their range of interest over several fields, and to bring them into contact with community groups which will ensure the continuation of the hobby when the student has left the secondary school.

*Health Guidance.* The school bears a great responsibility for the maintenance of a high level of health for the individual and for the group. Our American society is dedicated to a realization of the Latin proverb, "A sound mind in a sound body." Much information about health will be learned in hygiene classes, but it is the responsibility of the home-room sponsor, along with other members of the staff, to see that this information is put into practice daily. The home-room sponsor is a trouble shooter who should scrutinize his class carefully from day to day for signs of poor health. Many observe each student daily for signs of colds, skin infections, rashes, or other symptoms of contagious diseases. Then, too, the home-room sponsor will be watchful for defective hearing, eyesight, and posture and will refer them to the school medical staff.

It is also the sponsor's duty to check the results of the school's routine medical examinations and to develop a follow-up program for the correction of defects.

The sponsor will promote discussions and activities which develop wholesome boy-girl relationships; he will encourage the practice of a home-room health program which will give attention to the cleanliness of the classroom and healthful conditions of heat, light, and ventilation.

He will foster group discussions with regard to appropriate school clothing and the relationship of good health to success in school. On occasion he will find it necessary to counsel students individually regarding personal cleanliness and health habits.

*Social Guidance.* It is a well-known fact that many persons fail to get or hold a job, not because they are vocationally incompetent, but because they do not know how to get along with people. Social guidance in the home room is designed to assist individuals to adjust themselves to others and to get the satisfactions from group acceptance by participating in the activities of the group. By means of modern techniques, the sponsor will determine the degree of acceptance or rejection for each member of the group and will then promote activities to encourage the participation of all. Occasional acts of vandalism, cheating, and misconduct in corridors, auditoriums, and lunchroom will come up for discussion. The home-room sponsor will want to take an objective or judicial attitude toward the problem. At no time should he appear indifferent or lax. He should help students to set up standards for conduct and to judge their actions in the light of these standards. Boys and girls should come to realize that freedom of action involves responsibility for action.

A preventive program is very effective. The sponsor may use current events, holidays, birthdays, and other current material as a basis for discussion. Motion pictures, radio and television programs, and skits showing the right and wrong forms of social usage will frequently save a student personal embarrassment. How to date a girl, what to wear, how to meet her parents, when to go home—these and many more problems are important to the adolescent and should be frankly and objectively discussed in the home room.

Social guidance will also develop the student's sense of responsibility for others. The home room will want to participate in the school's welfare program. Students should also come to realize the implications of such organizations as UNESCO. Corresponding with students abroad will often promote an understanding of the universal brotherhood of all men.

*Citizenship Guidance.* Perhaps the most important function of the American public school is to develop good citizens for American democracy. The home-room sponsor will be careful to see that the processes of democracy are carried out in the home room and especially in the home-



room meetings. While he will show that the American system of government is based on majority rule, he will be careful to see that his students give careful consideration to minority opinion. On the other hand, he will be careful to see that his home-room officers are not swayed by minority pressures, and he will promote free discussions to show how such groups at times exert enough influence to circumvent the will of the majority. He will encourage wide participation in home-room meetings and activities, be ever alert to point out ways in which procedures can be improved and standards raised, and insist on honesty and integrity in all who participate in these activities. While it is well to avoid repetition and not to allow the interest in the class meeting to lag, fruitful discussions should seldom be cut short, and students should not be required to make a decision until they have explored the question to the best of their abilities. While the sponsor will promote loyalty to the home-room group, he should also develop school loyalties: participation in the student-government organization, attendance, promptness, care and beautification of school buildings and grounds, welfare, and other school projects.

*Personal Guidance.* In order to be successful in personal guidance the home-room sponsor must have developed confidence, understanding, trust, and respect between himself and the student he wishes to counsel. On occasion the sponsor will take one or more members of the home room into his confidence, since some students are more anxious to conform to standards set by their peers than by their elders. Personal guidance includes such considerations as appropriate dress, grooming, language, voice, gait, gestures, mannerisms, ostentatious show, timidity, and reticence.

*Relation of the Home Room to the General Guidance Program of the School.* Although almost all the guidance activities of the school center in the home room, the sponsor will need the cooperation of the entire school staff to conduct an effective program. The diagram on page 76 shows how a four-year high school can be organized for guidance.

Logically the principal will be the head of a guidance program. It is he who must supply the organization and inspiration for the program. His interest, leadership, and enthusiasm will contribute in a large measure to its success. He will determine the number of home rooms, their size, and their sponsors. Further, he will appoint a home-room committee to coordinate all the guidance services of the school.

The home-room committee will be made up of the principal guidance personnel, the principal health-services personnel, and the home-room-sponsor representatives. The committee should be limited in number to form a working unit that is not unwieldy and should be reorganized yearly so that all the home-room sponsors have an opportunity to serve at some time. It is suggested that some of the personnel be retained for periods of more than one year to provide sufficient continuity from term to term.

The committee should meet at least monthly to evaluate the guidance program and to develop methods for its efficient functioning. The home-room committee is central to the general administration of the guidance program and keeps open avenues of approach between itself and the principal, the other school services, home-room and class sponsors, and students.

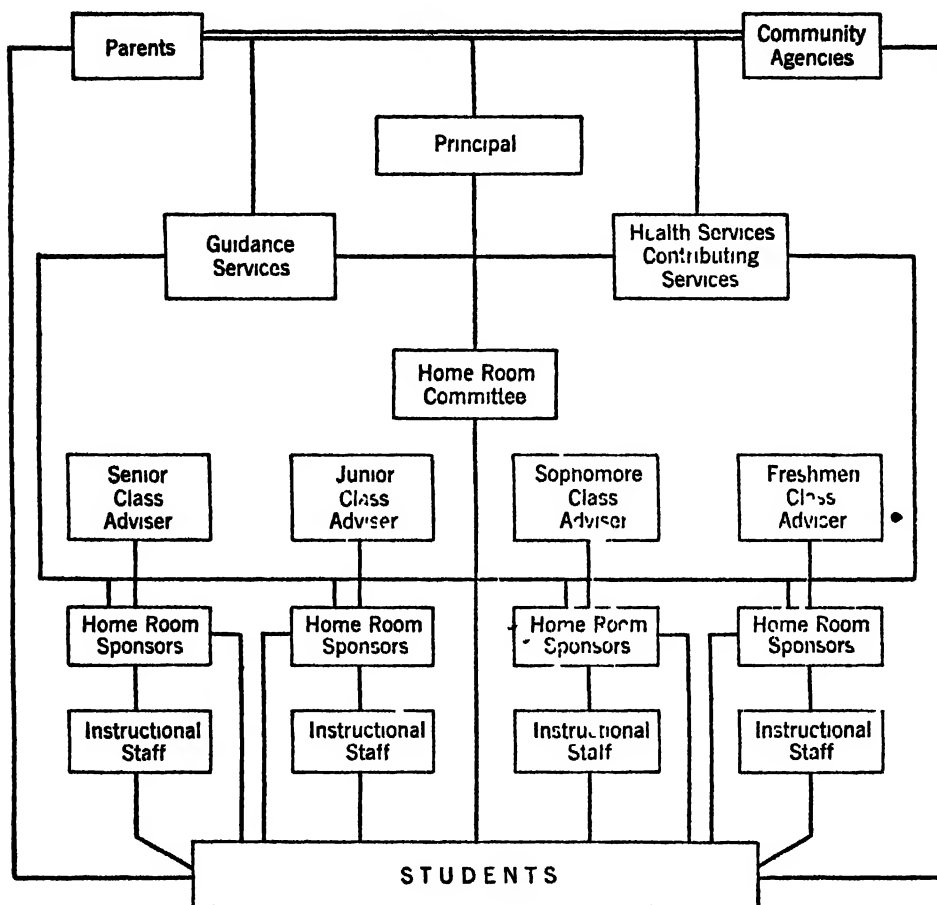


Fig. 1. Plan of external home-room organization.

Parents may deal directly with the principal, the guidance services, the health services, and community agencies, and through the students with the instructional staff and class and home-room sponsors. The home-room sponsor has direct access to all students, parents, and school personnel—except the principal, with whom he makes contact regarding guidance through the home-room committee.

To ensure the success of a home-room guidance program, the following should be borne in mind:

1. Each person in the guidance program should know his strength and limitations.

2. Avenues of direct approach should be kept open for easy access to expert and professional personnel when needed.

3. Pertinent information regarding each student should be available to his home-room adviser.

4. The principal should select home-room sponsors carefully and then help them in every way to do a better, more efficient job.

5. An in-service training program for home-room sponsors should be continuously carried on.

**The Sponsor.** Much of the success of the home room will depend upon the sponsor or adviser. The teacher who assumes the direction of a home room must possess qualities other than a knowledge of subject matter and how to teach it. He should be the kind of person that parents would want their boys and girls to imitate. He should be able to get along well with people, to inspire confidence, and to stimulate them to their best effort without an overshadow of domination. Home-room members should regard him as the most experienced member of their group and should approach him with the assurance that they will get a fair hearing, a considered judgment, and friendly assistance in solving their problems. His professional training should equip him with an understanding and an appreciation of the home room in the secondary school and with knowledge and skill in group guidance, in home-room program planning, and in modern classroom management.

The home-room sponsor's duties will include:

1. Developing a unified, self-initiating, working group in the home room.

2. Building understanding and methods of cooperation among home-room members, their parents, and school personnel. Many home-room sponsors give receptions or teas for parents of home-room members and make a practice of visiting each student in his home at least once a year.

3. Developing the home-room program to a high state of working efficiency.

4. Securing the active participation of all the home-room members in home-room activities.

5. Promoting and maintaining a high state of enthusiasm and morale among home-room members.

Persons with all these qualifications are hard to come by, but if a teacher is generally interested in boys and girls and has an outgoing personality the other qualities can be developed. The administrator will be careful to select only those teachers who understand and believe in the home room, and he will plan an effective in-service training program to develop them and to train others.

Because of the degree of professional skill and knowledge needed by the successful home-room sponsor, administrators usually assign a sponsor to a home-room group for as long a time as possible. The shortest space of time that a sponsor should stay with a home room is one year, and a longer time is to be preferred. Four- and six-year schools frequently change sponsors every second year, and three-year schools with semi-annual promotions change after a year and a half. Administrators who follow this practice believe that it is well for the students to have the advantages of intimate association with two personalities and that home-room sponsors should specialize in guidance and school activities on a particular grade level. There seems to be a growing tendency for home-room sponsors to keep the same group from entrance to graduation or to sponsor a continuing home room composed of students from all classes. When such an organization is in effect there are often additional class advisers—freshman, sophomore, junior, and senior—who are specialists in the guidance and activities of each of these grades.

### ORGANIZATION OF THE HOME ROOM

**Home-room Membership. Horizontal Sectioning.** In public high schools and independent secondary day schools, the most common type of sectioning is by grades. Some schools favor keeping the grades intact so that there is a freshman home room, a sophomore home room, a junior home room, and a senior home room, each having its own home-room sponsor who has a number of assistants. In a home room of two hundred students, for example, the home-room sponsor might have eight to ten assistant teachers, each a specialist in some phase of home-room activities, such as athletics, dramatics, publications, art, music, educational guidance, reading, or study habits. The home room meets as an entire group for attendance period and other administrative acts and whenever consideration or action is needed by the entire group. At other times the students are divided into appropriate activity groups.

The more usual procedure, however, is to divide the group into home rooms of twenty to thirty-five members. McKown<sup>1</sup> lists twelve methods of grouping:

1. By class, alphabetically
2. By intelligence quotients, marks, and ability ratings
3. By vertical sectioning—students from all classes
4. By curriculum being pursued
5. By sex
6. By previous schools

<sup>1</sup> Harry C. McKown, *Extra-curricular Activities*, p. 64, The Macmillan Company, New York, 1940.

7. By first-period classes
8. By representative selection—students are numbered and the numbers one, eleven, twenty-one, thirty-one, etc., assigned together
9. By random selection—names drawn from a box
10. By chronological age
11. By districts represented
12. By student or teacher selection

Chronological selection, random sampling, and alphabetical grouping are the most common and perhaps most democratic methods of sectioning. Grouping by IQ, curriculum, previous schools, or district represented may produce intellectual or social snobbery. Grouping by first- or last-period classes has no other merit than that it is administratively convenient. Since the home room should discover and develop many potentials among its members it would seem that grouping by extracurricular activities is too restrictive. Because one of the most important tasks of the home-room sponsor is to develop wholesome boy-girl relationships, grouping by sex would hinder the program rather than further it. Theoretically, grouping by student or teacher selection would be an excellent plan, and it has been used effectively in some schools.

*Vertical Sectioning.* The foregoing discussion has dealt with horizontal sectioning; that is, a system by which each grade level is divided into units upon its own level. A system of sectioning home rooms which is growing in popularity is called vertical sectioning. This system has been taken over by the public secondary schools from the house systems of some of the best independent boarding preparatory schools. In a school with three hundred students—60 seniors, 70 juniors, 80 sophomores, and 90 freshmen—there would be ten home rooms of thirty members each. The membership of each home room would be made up of six seniors, seven juniors, eight sophomores, and nine freshmen. Each year as the seniors graduated their places would be taken by 10 per cent of the incoming class, while the other classes would move up a grade. The advantages of such a system may be listed as follows:

1. It most nearly approximates a family situation.
2. It provides an older-brother or older-sister relationship for orienting freshmen.
3. The older and more experienced members of the group can assist the sponsor in all phases of the home-room program.
4. It gives younger members training in the responsibilities of citizenship by performing minor duties and holding minor offices first.
5. It gives more students a chance to hold office.
6. It gives continuity to the home room.
7. It allows each home room to develop its own individuality and special interests.

Schools which follow the "house system" of home-room sectioning usually find it helpful to arrange occasional meetings for the upper classes alone, to take care of senior-class and commencement activities.

**Individuality in Home Rooms.** Every home room should have an individuality all its own. Even if the classroom in which it meets is used for other purposes during the day, it should reflect the character and taste of the sponsor and of the members. The expression of this individuality may be simple or complex. It may consist of an attractively arranged, up-to-date bulletin board, a list of officers and committee members, and a few well-chosen posters or pictures; plants, plaques, pennants, trophies, and pets or mascots are sometimes included.

Some home rooms choose names with appropriate mottoes, colors, flowers, songs, and even initiation rituals. This practice is more common in independent schools, in which each home room may take the name of a saint or some famous American whose character the members wish to emulate. Other home rooms take the names of Indian tribes, animals, famous ships, or such miscellaneous titles as Pioneers, Progressives, High-fliers, Pilots, and Shipmates.

More important than the name and other paraphernalia is the program which each home room initiates and which often distinguishes it from the others. Students might well choose some worthy service project for the community or for the school. One home room might elect to keep the white lines in the gymnasium and on the playing fields in good condition. Another might agree to serve in the cafeteria. A third might concern itself with providing and supervising a play space for younger children. There is almost no limit to the number and types of services which a home room can render.

**Home-room Committees.** Home-room committees are organized to perform four important functions:

1. To carry out the administrative function of the home room
2. To implement the home-room program
3. To coordinate activities among home rooms
4. To give students opportunities to practice cooperative democratic living

If home-room committees are organized skillfully each home-room member will serve on at least one of them. By performing his duties faithfully he will gain acceptance by the group and a sense of personal worth and power. He will learn to cooperate with the group and assume his fair share of responsibility.

There are two types of committees: temporary and permanent. Temporary committees are those which serve for a short time to arrange a single activity such as a parents' tea, a contest, or the promotion of attendance

at a special school event. Permanent committees are those whose work continues throughout the school year.

Whether committees are temporary or permanent, they should be officially appointed by the president with the assistance of the sponsor and other officers; or the president may appoint the chairman, who may select his own committee members. In appointing committees some home-room presidents encourage students to volunteer by signing up for the committee on which they would like to serve. The term of office for members of permanent committees should be the same as for the home-room officers. To be successful a committee should be composed of members who are congenial and who have the ability and willingness to carry out their responsibilities. Committees should be organized, hold regular meetings, keep records of activities, and give reports when requested.

The number and character of home-room committees will depend, of course, upon the personnel and purposes of the school. Most home-room committees, however, fall into four principal groups:

1. Administrative committees
2. Home-room project committees
3. Intraschool project committees
4. Welfare committees

Under the first category can be listed the following: corridor guards; library aids; and attendance, bicycle, banking, cafeteria, discipline, safety, air-raid, fire-drill, and locker committees.

Home-room project committees include art, bulletin-board, home-room-library, current-events, devotions, diaminatics, housekeeping, newspaper, scholarship, trip, and program committees.

Classified under intraschool project committees are athletic, booster, citizenship, courtesy, debate, finance, property, lost-and-found, publications, social, senior-trip, ushers', and welcoming committees.

Welfare committees include all types of charitable and service activities both within the school and within the community.

The six following committees are of basic importance to a successful home room:

*The Program Committee.* This committee will arrange what actually goes on during the home-room period with the exception of the class meeting and possibly some guidance programs which the sponsor will arrange. At William Penn High School in York, Pennsylvania, the home-room secretary arranges these programs at the direction of the student-government organization and issues weekly bulletins. Daily devotions, attendance taking, celebration of holidays, and exchange programs with other home rooms are some of the program committee's responsibilities.

*The Welfare Committee.* The welfare committee works quietly to pro-

mote the health and physical well-being of the group. It coordinates with other home rooms in a school-wide welfare program and participates in the community's public-welfare activities. National and world relief programs also occupy its attention. It often sends greetings to absent members of the home room. Some home rooms also celebrate birthdays, and the student is expected to make a contribution to the welfare fund.

*The Property Committee.* This group takes care of the neatness, cleanliness, and healthfulness of the room. It makes the home room a distinctive and attractive place in which to live by arranging pictures, plants, and other decorations. It coordinates with the other home rooms and the general school-property committee.

*The Safety Committee.* This blanket committee includes all kinds of guards and monitors. Within the home room it will be concerned chiefly with the conduct of fire and air-raid drills. It will cooperate with the general system of corridor, lunchroom, auditorium, locker, and outside guards. Safety guards sometimes act as receptionists, welcoming committees, and ushers.

*The Bulletin-board Committee.* These students will see that the home-room bulletin board is neat, attractive, and up to date. They will also call the attention of home-room members to important dates and other notices.

*The Scholarship Committee.* This group is interested in maintaining a high level of scholarship in the home room. It will arrange to deliver assignments to absent members and to coach students who are behind in their work.

The following suggestions for successful committee work may be helpful:

1. Choose committee members on the basis of their ability to contribute to the work of the committee and their need for the experience.
2. State the purpose of the committee plainly and outline procedures for accomplishing the purpose step by step.
3. Select a time and place for committee meetings that are convenient for the group.
4. Spread responsibility among the members of the group.
5. Follow good discussion procedure.

**The Home Room and the Student Council.** The home room is the basic democratic unit of the school. It is the usual unit from which representatives to the student council are chosen. Representatives from the home room present their ideas and suggestions to the student council for discussion. They represent the home-room members in voting on important matters. They make careful note of the discussion and action of the student council and present an accurate report to the home room for its consideration. Home-room members should exercise great care in selecting their repre-



sentative. He should have the same qualifications as the president of the home room. In addition, he must be willing to promote the will of the majority of the home-room members whether he is in agreement with it or not. He must be keenly observant of student-council decisions, not only so that he may report them accurately, but also so that he may determine the possible motivation for the decision. While he is intensely loyal to his home-room constituents, he must balance this loyalty with his concern for the welfare of the entire school. A good home-room representative will bring the home room into a harmonious working relationship with the whole school and will relate the interests of the home room to the interests of the school.

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## CHAPTER 6

### *Student Participation in School Control*

**Aims and Purposes.** The chief aim of public education in the United States is to develop useful, well-informed, intelligent, active citizens for American democracy. Many factors will contribute to the realization of this aim, chief among them being democratic living in classrooms, corridors, and school grounds. Another important experience in democratic living comes through student participation in school control. Democratic citizenship is learned exactly as arithmetic and woodwork are learned—by doing. The secondary school principal and faculty who institute a student council because other schools have one, or because it is a way of getting school chores done and keeping students out of mischief, are not giving students experiences in developing self- and group-control, and their efforts are almost certainly doomed to failure. Student participation in school control, rightly conceived, should provide wholesome experiences for the student and make the whole school program more effective.

Even as late as 1940 many principals argued the pros and cons of "student government." The most widely discussed problem was: "How far should the administration go in allowing students to govern themselves?"

Today's emphasis is on the educational values of student participation in school control rather than on administration. Most educators who have given students real responsibility to select, plan, and execute projects and to solve problems of vital concern to them have found excellent student response. Although some schools still have student-government days, when the principal and faculty stay home and the students take over, the consensus supports the belief that the principal is the responsible head of the school, that it is unfair to expect immature, inexperienced students to assume adult professional responsibilities, and that the principal should delegate only such activities as the students are capable of pursuing with success. Over all actions of the student-government organization he should hold, but seldom exercise, the power of "veto."

Student participation in school control should give students a chance to think and act citizenship. The student association is being used more and more as a center from which the democratic activities of the school radiate. Student-council constitutions state various aims and purposes for

student participation in school control.<sup>1</sup> The five most frequently stated aims are:

1. To furnish citizenship training
2. To allow pupils to participate in or manage extracurricular affairs
3. To promote proper student-faculty relationships
4. To promote general welfare
5. To provide for pupil expression <sup>2</sup>

**Student-council Charters and Constitutions.** To show the authority under which the student council functions, the headmaster, principal, or superintendent frequently issues a charter setting forth the council's responsibilities and limitations. For example, the student association of Springfield, New Jersey, High School is empowered "to consider all matters pertaining to the development of the spirit, ideals, and practices of good citizenship; to provide unity and cooperation of the students and faculty in all extra-curriculum activities of the school; and to promote the general welfare of Regional High School, as well as its good name and reputation." <sup>3</sup>

Student-council constitutions, when once adopted, are more or less permanent and are changed only by amendment. A study of student-council constitutions in eighty secondary schools shows that the constitutions contain the following parts: <sup>4</sup>

#### *Constitution*

Article I	Name
Article II	Purpose
Article III	Source of power
Article IV	Membership
Article V	Election
Article VI	Meetings
Article VII	Duties of the council
Article VIII	Amendments

#### *Bylaws*

Article I	Quorum
Article II	Committees
Article III	Elections
Article IV	Vacancies
Article V	Reports
Article VI	Amendments to bylaws
Article VII	Rules of order

<sup>1</sup> Paul E. Elicker (ed.), "The Student Council in the Secondary School," *Bulletin of the National Association of Secondary-school Principals*, Vol. 28, No. 124, 1946. Fifty-two specific purposes are listed on pp. 18-19.

<sup>2</sup> *Ibid.*, p. 20.

<sup>3</sup> *Ibid.*, p. 23.

<sup>4</sup> *Ibid.*, pp. 22-27.

The following characteristics of the student-council constitution should be noted:

1. The constitution is becoming shorter and less complex.
2. More precaution is being taken to guard against adviser domination of student-council meetings.
3. Less attempt is being made to copy local, state, and Federal constitutions.
4. There is little evidence of a constitution of one successful council being "transplanted" into another council.
5. There is a strong tendency toward unicameral government.
6. Constitutions are being constructed to provide for greater flexibility.
7. More often teachers, rather than principals, are the advisers.
8. Greater stress is being placed upon derivation of power.
9. There is less political campaigning.
10. More honor to or recognition of the new officers and council is being given before the student body.
11. A student, rather than the principal, is frequently chosen as treasurer.
12. More treasurers are being bonded.
13. Annual auditing of accounts and monthly financial statements are being required by more schools.
14. The adoption of a budget is becoming more common practice.
15. There is greater coordination of all school activities under the jurisdiction of the council. In many instances this has led to council chartering of all such organizations.
16. Student-body representation is such that ideas may pass quickly and freely from the home room to the council or vice versa.
17. The powers and duties of the council are being more definitely stated.
18. More consideration is being given to the development of the constitution so that it provides more opportunities for students to practice the qualities of the good citizen.
19. The operation of the council through its constitution is becoming fundamentally educative.<sup>5</sup>

**How Student Participation Functions.** In a democratic student association every member of the student body must be a member with all the rights and privileges of citizenship, unless his conduct temporarily deprives him of such rights. Some student associations require that every new student sign a pledge of loyalty to the school and promise to carry out its rules and advance its interests. In recent years the term "school citizenship association" has begun to replace "student association," since the more general term provides for membership of the entire school com-

<sup>5</sup> *Ibid.*, pp. 96-97.

munity: student, faculty, and staff. The practice of reserving privileges and the right to vote only to members who pay dues is to be condemned, just like the poll tax or any other restrictive form of legislation in the state and national governments. Students cannot be expected to conform to student rules unless they have had a chance to make or review such rules themselves or through their representatives.

In small schools participation in school control can be direct, through a town-meeting organization; but in larger schools it is representative. Unless the student association provides for a bicameral legislative organization, each student should be represented once, and only once, in the student council. Common units for choosing representatives for the student council are the home room and the class (freshman, sophomore, etc.). In some schools recognized student activities send representatives to the student council. Such a practice, unless carefully controlled, may encourage pressure groups; and councils made up entirely of such representatives exclude many students who do not participate in these activities, promote cliques, and divorce the student council from the general life of the school. The student council appointed by the principal will be considered a tool of the administration by the student body and should not be allowed to exist in the American secondary school. Each student, then, should have frequent opportunities to consult with his chosen representative and should be constantly informed by him of matters of general school concern. Much of the work of the student-government organization is carried on through committees which promote, charter, and supervise a wide program of student activities and encourage extensive participation in them by systems of points, awards, and other types of recognition.

**Cooperative Relations between Students and Staff.** A broad concept of the school community includes every individual in the school organization. Each member of the school staff then becomes a member of the school citizenship association, makes the same pledges, abides by the same rules, and is represented in the same council. Representatives are accordingly elected from among the faculty and staff in the same proportion as student representatives are elected to the council. A general acceptance of the idea of student participation in school control by administration, faculty, and other staff members will assure its success. In addition to such faculty and staff representation, the student association always has a faculty sponsor, who is usually the principal or someone appointed by him. Because the principal represents the ultimate authority in the school it is not usually considered advisable for him to serve as student-council sponsor. The choice of another sponsor removes the necessity of his being called upon to make important decisions on the spur of the moment and gives the students a greater opportunity for free discussions of school problems.

In some schools the sponsor is elected by the faculty after they have spent a considerable time in faculty meetings discussing his qualifications and function. This method is considered good because it gives the faculty a voice in the running of the school council. A few writers have suggested that the students elect the sponsor. In whatever way he is selected, the sponsor must be an unusually well qualified and trained person. In addition to whatever competence he has as a teacher, he should be trained in guidance and should be familiar with the literature of the activity program, especially as it pertains to student participation in school control.

Upon the selection of the student-council sponsor the greater part of the success of the student council depends. In addition to the qualifications mentioned above, the following characteristics should be present to a marked degree:

*Sympathetic Understanding.* The sponsor meets the students on their own level without condescension. He should have a genuine liking for boys and girls, should understand them and be sympathetic to their problems. He should be approachable, acceptable to the students and understood by them. He should be congenial but not familiar.

*Diplomacy.* The sponsor has the confidence of the faculty. He should preserve a fair-minded attitude toward all student-faculty problems, exercise extreme tact, and make it quite evident that his principal interest is in the welfare of the whole school and not to protect or to seek an advantage for any one person or group. His position is a difficult one because he is a liaison officer between the faculty and administration on the one hand and the students on the other. He must also remember his faculty status and know where his authority over other members of the faculty begins and ends.

*Ability to Organize.* The sponsor is systematic, gets things done without being autocratic. Student councils fail when issues are confused, when there is not enough to do, and when meetings are conducted in a haphazard fashion. The sponsor must keep things moving, but allow ample time for discussion of matters important to the student. He should see to it that there is a full and vital program of activities and that they are carried out efficiently and successfully.

*Variety of Interests.* The sponsor has many interests, hobbies, and activities in which the students also are interested. His expertness in some phase of the activity program will convince both faculty and students of the vitality of the program and will gain their respect for it.

*Belief in Democracy.* All of the foregoing qualifications are of no avail if the sponsor does not have an abiding faith in democracy as the best way of life for America. This means he will practice it sincerely and promote its acceptance by all individual and school groups.

## THE STUDENT COUNCIL

The school citizenship association is the nerve center through which the energy of the student body flows into the various school activities. Student energy needs definition and direction. A democratic school organization makes rules and regulations through which it purposes to govern itself and sets up machinery to carry out its purposes. This governing unit is known by various names, the most popular being "the student council."

**Types of Student Council.** The purpose for which the council is set up will determine the type of organization and its constitution. The accompanying table shows the most common types of council organization now in operation and the shift in emphasis in the five-year period from 1939 to 1944.

Types of Council Organization

Type	1939 Survey, per cent	1944 Survey, per cent
Home-room president	27	6
Home-room representative	12	25
Federal government	14	2
Forum	9	1
Class representative	6	30
Class representative and home-room representative	2	6
Class representative and organizations	2	9
Home-room representative and organizations	3	4
City and state government	15	0
Miscellaneous	10	17
Total	100	100

SOURCE: F. Paul E. Flicker (ed.), "The Student Council in the Secondary School," *Bulletin of the National Association of Secondary School Principals*, Vol. 28, No. 124, p. 24, 1946.

There are two general types of student participation in school control: the direct and the representative.

**Direct Participation.** The direct type can function only in a small independent school or a small high school in which all the students and faculty members can assemble in one place at one time to discuss school projects and problems. This "town-meeting" type of organization has the great advantage of making each student aware of his position and his responsibility as a member of a social group. It provides for a free interchange of ideas, can be convened more readily when occasion demands, can reach a decision more readily, and can carry it out more quickly than the representative type. Some town-meeting types of student councils

select a permanent executive committee, while others choose temporary committees to carry out special projects.

Since the individual has a direct hand in government, he does not receive training in two activities which are essential to those who live under a system of representative government. He does not develop the ability to choose a representative on the basis of his ability, character, training, personality, previous record, and proposed program; nor does he develop, as an elected representative, the desire to work for the best interest of his constituents and to put their will before his own inclinations.

*Representative Participation.* Representative types of student councils may be classified as imitative or functional.

**IMITATIVE.** Imitative councils are patterned upon existing city, state, or national government organizations. This plan is valuable because it provides a model or type study of government as it is carried on in the United States. In the national type the whole school may be divided into states and congressional districts. Each state elects two senators and a proportionate number of representatives. The entire student body elects the president, who appoints the justices to the supreme court. The judges elect the chief justice. As a means of governing the school such a method may become cumbersome. Action may be deferred for long periods because of discussion or disagreement in each legislative group. In the state and national government both houses meet simultaneously and continuously until the business of the session has been completed. The national Congress deals with a wide geographical area, many different social and economic interests, and relations with foreign powers. This is not the case in the secondary school.

In the state form of government, the plan is modeled after the commonwealth in which the school is located. Every phase of the state government is copied. The president of the student council becomes the governor. There are a lieutenant governor, state police, and other state officials. The municipal system divides the school into wards. The home room, the class, or the floor may serve as wards. Students vote for mayor, clerk, and city council. Where government by commissioners or city manager is found, the school follows that system of electing officers.

While the foregoing plans have definite value in teaching forms of government, it is suggested that these forms and procedures be reserved for civics classes and that a simpler form of organization be adopted because it is less unwieldy and more efficient. Since students will need to become familiar with the forms of city, state, and national governments in order to become intelligent voters, it seems well to incorporate instruction of this kind in the curriculum, but to demonstrate only the principles and fundamental practices of government in the student council.

**FUNCTIONAL.** Of the functional types of student councils, home-room



representation with its variants is the most common. Other types include the council of class representatives and the council of representatives from home rooms or classes and from activity organizations.

In the council of home-room representatives either the president or a specially elected council member represents each home room. He brings complaints and suggestions from his home room, acts as its representative when voting, and reports the action of the council at the home-room meeting. Those student organizations in which home rooms elect a representative other than the president to the student council believe that this method provides for wider participation and that the qualifications for student-council representatives differ slightly from those of the home-room president. In such cases the student-council representative reports on the activities of the council, and the class discusses and votes on the issues under the chairmanship of the home-room president. The class decision is borne to the council's next meeting by the home-room representative.

Another popular method for selecting student-council members is to elect a certain number of students from each class. Many schools select the greatest number of delegates from the senior class, decreasing the number through the junior and sophomore classes, so that the freshman class has the fewest representatives. Other schools elect the same number or a proportionate number of representatives from each class, but do not allow freshmen to vote until mid-term and until they have had a special course of instruction. This system makes an unnecessary and undemocratic class distinction. Democracy must always chance the vote of a large number of more or less inexperienced people. Freshmen are usually too overawed by the oratory and the crudition of the seniors and are too strange and too new in the organization to have much to say. Any freshman who rises to give an opinion should be listened to, for what he says may be well worth hearing. The infusion of new blood and new ideas is good for any organization.

When a council is formed of home-room or class representatives and representatives of organized activities, such organizations as the athletic association, the musical groups, and the dramatic club are given direct representation and voting power in the council. Although this type of organization seems to be growing in popularity, it is not defensible. It is like giving a lobby the right to vote. Two strong objections to it are:

1. It causes disproportionate representation. Some students are represented only by their home-room or class representatives, while others may be represented two or more times because of their membership in certain recognized activities. Since not all activities are represented those that are have an opportunity to exercise pressure in their own behalf, while those not represented must stand alone.

2. There is a strong tendency for the activities to run the council rather

than for the council to run the activities. If the council is to be the directing center of all school activities it should charter or approve all activities, even temporary ones, supervise them through its own committees, provide for them in its budget, and hear frequent reports about each of them.

**Qualifications of Student-council Members and Officers.** Most student associations provide for a careful selection of members and officers of the student council. Many schools require a C average in scholarship and an A or B rating in citizenship. The constitution of the Collinwood High School of Cleveland, Ohio, provides that a council member must be passing in three major subjects, have a record of reliability, be interested in the school, have his work so arranged that he has time to give to council work, and take the student-council oath before taking office.

Another way of limiting the number of activities in which students can engage so that they can participate in them with success and still have enough time for their academic subjects is the point system. In the Newton High School of Newtonville, Massachusetts, no student is allowed to hold more than seven "point-rated" offices—that is, more than three offices totaling more than seven points—in any one school year. Five-point positions include president of council, business managers, and editors of student publications. Three-point positions include other officers in student council, staff members of school publications, presidents of clubs, home-room managers, and managers of athletic teams. Two points are given to council committee chairmen. One point is given to all other officers, committeemen, and squad members. In some cases these points are included on the student's record and count toward graduation.

Many student-council constitutions list qualifications and duties for principal officers. In addition to the qualifications already mentioned most schools require that council officers be elected from the upper grades and that they have the abilities to perform the duties of their offices successfully. Such duties are fairly standard. The constitution of the Cortland, New York, High School, for example, lists the following duties under Article IV.<sup>6</sup>

1. The Chairman shall preside at Council meetings, appoint Committees, and shall have the right to vote should the Council vote result in a tie.
2. The Vice-Chairman shall preside when the Chairman is absent.
3. The Secretary shall keep the minutes of each Council meeting, a record of attendance of each member, and perform other Council duties at the request of the Chairman or faculty Adviser.
4. The Assistant Secretary shall serve as Secretary when necessary and perform other duties of the Council at the request of the Chairman or faculty Adviser.

<sup>6</sup> *Ibid.*, p. 40.

The vice-president is often given other regular assignments, such as chairman of the program committee, the attendance committee, the athletic committee, or hall and grounds guards. It is hoped that all the attention given to developing standards for selecting leaders will be carried over into adult life in the selection of candidates for local, state, or national office.

**Elections.** Officers of the student association are selected in a number of ways. Sometimes the president of the senior class automatically becomes president of the school, or the student-council members elect their own chairman, who becomes president of the school community. In many schools all the students vote for president. Sometimes a nominating committee of the student council prepares a ballot. A certain time is set for voting; the students cast their ballots in their home rooms or in other polling places in the school. The student council of Wells High School, Chicago, has a well worked out plan for the selection of candidates by means of conventions, patterned somewhat after the procedures in use for selecting national candidates.

In most schools election campaigns are governed by regulations concerning the amount of money to be spent by each candidate; the length of nominating, seconding, campaign, and acceptance speeches; and the type of campaign. The latter includes speechmaking, campaign songs, campaign buttons, parades, brass bands, vaudeville, and dramatic skits. Many schools select officers at the close of the school term so that the council may be ready to operate when the next term begins. When all students vote for council officers this is probably most desirable, because all students know the candidates. Two criticisms have been leveled against this procedure: (1) the seniors exert an undue influence even though they will not be in the school when the officers serve, and (2) the incoming class has no voice in the selection of the officers under whom they will serve during their first year. In schools in which the student-council chairman becomes president of the school community the election often takes place at the beginning of the school year.

**Installation of Student Council.** The installation of the student council is one of the most important events of the school year. The installation assembly should be very impressive and should be held as soon after the election as possible. Many schools which elect student-council officers in the spring include the installation assembly in senior week. If the program is deferred until the fall it should be held as near the opening of school as possible. Some schools like pageantry with costumes, candles, and symbolism of various kinds; some find a parade or procession of student-council officers and home-room representatives led by the American and school flags more suitable; while still others prefer a much simpler

setting. Whatever the type of program it should be dignified and well rehearsed, and it should provide participation for everybody. It requires one's best clothes. It should recognize the importance of the members of the student association. It should include mention of such standing committees as attendance, assembly, lunchroom, library, monitorial, publications, property finance, and welfare. It should recognize the importance of the members of the student council who represent the student group. It should define the duties of the officers of the school community and provide for the public acceptance of these duties by the newly elected officers. It should enlist the support of the student body. It should recognize the part of the faculty and administration in student government, and it should develop a fine spirit of unity in the school.

Many installation programs include the following parts:

1. Pledge to the American flag
2. Pledge to the school flag
3. Singing of "The Star-spangled Banner"
4. Bible reading
5. Introductory remarks by faculty adviser of student council
6. Address by principal or outside speaker
7. Presentation of newly elected officers, home-room representatives, and committee members to the principal and the school
8. Induction of officers and members
9. Inaugural address of president of student council
10. School song

The William Penn Senior High School at York, Pennsylvania, includes a most impressive closing address by the retiring student-council president in which he reviews the activities of the year and speaks of his hopes for the future. The Roosevelt Junior High School in Philadelphia, Pennsylvania, has a special student-association song called "Friends" in which all join hands, students and faculty alike, and which is sung only at student-council installation assemblies.

The induction of officers usually involves a pledge, at least by the president, although many schools require verbal pledges by all officers and by the entire student body. The following pledge from the South High School in Cleveland, Ohio, is typical:

I, ———, do hereby pledge that I will uphold the good name and traditions of my high school; that I will support its activities in all ways possible; that I will do all that is within my power to encourage the highest standard of character and scholarship; that I will be a good citizen of my school, my state, and my country, the United States of America.

**Student-council Organization.** The success of the student association will depend upon the vitality of its activities and the efficiency of its

organization. The efficiency of its organization, in turn, depends upon the selection and preparation of its members, the conduct of its meetings, and the development of its committees. In schools in which council members may serve two or more terms students have the advantage of the training which comes through actual experience. As lowerclassmen, students participate in minor capacities and learn the council's methods, objectives, and traditions. A number of schools have developed training programs for council members. The senior high school of Washington, Pennsylvania, has developed such a course in leadership training. In some schools the adviser develops a course of study which is taught by a carefully selected and trained group of students. Club presidents are also admitted to the course. The Evanston Township High School in Evanston, Illinois, provides each council member with a mimeographed résumé of the purposes and procedures of the council.

**Student-council Meetings.** To ensure the success of the council meeting the sponsor will see to it that he has a well-prepared chairman, a definite order or procedure, and a carefully planned agenda. A poorly conducted meeting will waste time, often lead to erroneous and ill-advised decisions, and lower the prestige of the student council in the estimation of the student body. Before the newly elected president presides at his first meeting, the sponsor of student council should be sure that he understands and is able to apply the simpler steps of parliamentary procedure and that he has a plan or order of business for the meeting clearly in mind.<sup>7</sup> The president should know how a report is presented and how it is approved. He should know how to entertain a motion and how it should be seconded. He should be able to reserve discussion until after a motion has been made, seconded, and restated, and then he should be able to confine the discussion only to pertinent and relevant remarks. He should be careful to get an unbiased vote on each question. Freshmen are all too often overawed and influenced by the seniors, and sometimes the whole council is taken over by some particularly voluble individual. Then again, students seem to think that because a motion is made it must be carried. Sometimes questions are so obscurely phrased that the student who is not too keen will find after the voting is over that he has voted in a way he had not intended. Against such erroneous practices the president must constantly be on his guard. The sponsor of the student council will, of course, have no vote and should never try to force his opinion on the council. In the first weeks of the term he will have to assist the president in planning and conducting the meetings, and he will probably want to meet often with the president and committee chairmen to plan the agenda for the meetings. While his control should not be obvious or direct even

<sup>7</sup> *Ibid.*, pp. 147-149. The instructions for the council president of the Wheaton, Ill., High School are well stated and quite complete.

at the very beginning, his direction and advice will be needed less and less as the term proceeds.

While an informal organization is most appropriate for some types of clubs, it is quite inappropriate for the student council. An order of business similar to the following or especially adapted to the needs of a particular council should be adopted and should be adhered to as much as possible.

### *Suggested Order of Business for Student-council Meetings*

1. Call to order by the president.

2. Taking of roll. In a small council this can be called by the secretary. In a large council each student may be assigned a seat, in which case roll can be taken quickly by the use of a seating chart by certain members assigned to this function. Another method is for each student to be given a slip of paper on entering the council room; he writes his name and deposits it in a box with the secretary upon leaving. Some students take a panel with their name from a board and deposit it with the secretary. The number of members in attendance should be carefully noted and checked with the number of slips, cards, or panels turned in. In some councils the members check in with the secretary before taking their seats. The particular method used is of no consequence, but it is important that it be quick and accurate.

3. Reading of the minutes of the previous meeting by the secretary.

4. Committee reports.

5. Communications and other announcements.

6. Unfinished business.

7. New business.

8. Adjournment.

At first much of the time may be given to the proposal of new business. Not every subject proposed needs to be decided upon immediately. If the discussion becomes too involved or seems to be heading nowhere or in the wrong direction, it is well to "table it" until a future date. From week to week the volume of unfinished business may be expected to decrease. Short regular meetings of the council are to be preferred to longer bi-weekly or monthly meetings, because important matters may be considered more quickly, and the short period tends to limit discussion to the essentials. A one-hour period on the same day each week has been found to work out best. The council should meet during school hours.

**Student-council Activities.** Much of the vitality of student-council activities will depend upon how closely they are related to the interests of youth and the school's own local problems. It is only where the work of the student council is practical rather than academic and theoretical,

where it is productive of good results which can be experienced by the school community, that the council will take on importance in the eyes of the students. A student council should not be a rubber stamp for the administration or engage in squirrel-cage discussions of trivial details of no concern to the student body. Student councils engage in four principal types of activities: administrative activities, school and community service, social activities, and judicial activities. A partial list of such activities follows:

*Administrative Activities*

1. Chartering clubs
2. Protecting and partially maintaining school property
3. Making school rules
4. Providing auditorium, hall, grounds, cafeteria, fire-drill, air-raid, and safety guards; library aids; guides; receptionists; ushers; and messengers
5. Granting merit awards
6. Conducting honor study halls
7. Managing elections
8. Campaigning against absence and lateness
9. Keeping a scrapbook record of school events
10. Conducting a school store
11. Conducting a lost-and-found department
12. Managing athletics

*School and Community Service*

1. Arranging assembly programs
2. Sponsoring student publications
3. Participating in community events such as fairs and parades; assisting in town decoration for Halloween, Christmas, Flag Day
4. Keeping in touch with alumni; senior follow-up
5. Sponsoring community youth conferences
6. Exchanging programs with other schools
7. Providing a scholarship fund
8. Participating in school, local, and national welfare programs

*Social Activities*

1. Conducting school dances
2. Conducting school night for students, faculty, parents, alumni, and the general public
3. Promoting courtesy and good manners
4. Conducting pep rallies
5. Providing noon-hour programs

**6. Conducting class parties**

**7. Conducting "all-school" events such as roller skating parties, outings, Christmas parties**

*Judicial Activities***1. Conducting a student court**

**Point System.** Many schools attempt to regulate the number of a student's activities by a point system. In general, no student is allowed to participate in activities totaling more than seven points at a given time. The number of points varies according to the importance of the activity and the responsibility of the office. The constitution of the student-body organization of Central High School, Charlotte, North Carolina, awards five points for president of student council; four points for president of the senior class and editors of student publications; three points for junior-class president, minor offices of student council, and business and advertising managers of school publications; two points for captain or manager of major sports, presidents of chartered clubs and of the sophomore class, chairmen of standing committees, cheer leaders, and chief traffic officer; and one point for all other types of participation in student activities.

**Chartering Clubs.** More and more student councils are taking direct responsibility for the stimulation, supervision, and control of all student activities. In many schools all activities must be chartered by the council. A common procedure is to require a petition to be presented to student council. The petition contains the name of the proposed organization, its purpose, the activities to be carried on, place and time of meetings, dues, requirements for membership, and the signatures of the faculty adviser and at least two students. If the council charts the activity it supervises it closely and retains the right to revoke the charter. Unless the council makes provisions for temporary activities which every school will want to engage in from time to time or which represent a passing but worthy interest of the students, this plan tends to limit the activities too much. Charters should not keep organizations in existence which have fulfilled their usefulness.

**Student Court.** Some schools have developed student courts to make decisions regarding the interpretation of their constitutions or to enforce student-made regulations. The plans vary greatly from elaborate supreme courts with superior and inferior courts to a board of review of seven or eight members. Some schools try to avoid the judicial atmosphere by using such terms as "school citizenship forum" or "discipline committee" and call their sessions conferences, while others issue formal summonses and conduct the court in a formal judicial manner. Frequently the officers of the court are chosen by the president of student council with the con-



sent of the faculty adviser and two-thirds of the council members. Student courts are successful when their purposes are clearly defined and carefully supervised. The following suggestions will be helpful for guiding the activities of students who engage in administering discipline:

1. Responsibilities must be clearly defined.
2. Jurisdiction must be limited to matters which students can be expected to manage successfully.
3. Any action of the pupils should be subject to review by the principal or some representative of the faculty.
4. There should be intelligent supervision and competent faculty sponsorship.

**Student-council Committees.** Much of the work of the student council will be carried on by committees appointed by the president with the advice of the adviser and the consent of the council. The president may appoint the entire committee, or he may appoint the chairman and allow him to choose his associates. Every member of the council should serve on one or more committees. Some councils encourage committee chairmen to appoint a number of consultants who are not members of the council, but who have special experience and interest in the activity. This plan widens participation. There are two types of committees: standing committees, whose members are named at the beginning of the term; and temporary committees, which are concerned with specific assignments. Some of the more common standing committees are executive, ways and means, traffic, social, welfare, program, buildings and grounds, finance, athletics, library, awards, assembly, publications, bicycle, bus, and lost and found. Committees vary in importance in different localities.

Committee members should be prepared for their work so that they know how to present reports to the student council for discussion and action. The Calvin Coolidge High School of Washington, D.C., has prepared a sheet of instructions to committee members which is reproduced below.

#### **A Guide for Committees**

##### **I. Time**

- A. Provide sufficient time, during school, if possible
- B. Have first meeting soon after appointment
- C. Schedule meetings frequently enough to get report made up

##### **II. The Chairman**

- A. Consult with President and Adviser
- B. Know purpose of Committee
- C. Know members of Committee and their sections
- D. Attempt to foresee problems in activity, lay out possible solutions, and secure materials and helps
- E. Be able to adapt program to circumstances quickly

## III. Meetings

- A. Set time when all can attend
- B. Check on attendance of members
- C. Appoint a secretary
- D. Present problem; begin discussion
- E. Record definite action when taken
- F. Prepare visual aids; use blackboards, etc., to make points clear
- G. Put report in written form
- H. Give copy to President and Adviser
- I. Set time for next meetings
- J. Consider suggestions from Adviser and President
- K. Revised report for further meetings

## IV. Presentation of report to Council meeting

- A. Chairman read in loud clear voice and explain written report
- B. Consider comment of students sympathetically and keep record
- C. Present for action after amendments have been made or take back to committee for further discussion.

## V. Consult members of faculty and others promptly for help and advice

## VI. Members of committee

- A. Must assume responsibility
- B. Attend meetings promptly
- \* C. Voice opinions freely
- D. Ask home room and others about problems

**Student-council Movement in American Education.** The student-council movement has attained national proportions in the last quarter century. Many local, state, and regional organizations provide for cooperation and the exchange of ideas. On May 31, 1943, the National Association of Student Councils of the National Association of Secondary-school Principals was formed (1) "to foster in the secondary schools of the United States, through their authorized student activities, the spirit of responsibility, leadership, personal growth, civic mindedness, self-discipline, and devotion to the ideals of education and democracy," and (2) "to provide a national organization which will serve as a clearing house to regional, state, sectional, and local student organizations; and will provide a means whereby a fully balanced school program and integrated and acceptable standards may be achieved." \*

This organization publishes a monthly magazine, *Student Life*; holds an annual conference; and provides an official insignia in the form of a pin or felt arm band. In addition most local schools have their own insignia and identification, which student-council members wear when performing their functions.

**Standards of a Good Student Council.** The five criteria which Dr.

\* *Ibid.*, p. 14.

Vanderlip developed after an extensive study of student councils will serve as a conclusion for this discussion:<sup>9</sup>

- I. A good Student Council possesses power, authority, and responsibility.
- II. A good Student Council practices accepted democratic principles in its operations; its Constitutions and By-Laws are carefully planned and democratically conceived.
- III. A good Student Council is supported on the part of the faculty and Principal by a true understanding of the Council's role; in addition, the attitude of the Principal and faculty is sympathetic.
- IV. A good Student Council has a sound functioning organization.
- V. An effective Student Council has prestige, and enlists the ready cooperation of the student body.

Without reference to race, creed, or social position, the entire school community works cooperatively through democratic processes to improve the general well-being of all. The student council is the nerve center of the school, which is in turn the "cradle of democracy." To a large extent, it is upon the success of the student council that the continued growth of American democracy depends.

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<sup>9</sup> *Ibid.*, pp. 105-112.

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## CHAPTER 7

### *Speech, Dramatics, and Dance*

#### SPEECH ACTIVITIES

Through speech activities the English class extends student opportunities to develop proficiency in oral expression. These activities may be conveniently grouped under five major headings:

1. Broadcasting
2. Public speaking
3. Debating
4. Storytelling
5. Interpretive reading and choral speaking

**Broadcasting.** The unusual popularity of broadcasting clubs is probably due to the great increase in the use of radio and television. Sponsorship of the club is usually given to the teacher of speech and activities are planned jointly by sponsor and members. Special emphasis is given to clear enunciation, correct pronunciation, effective speech, and correct use of the voice. Microphone technique, sound effects, and action before the television camera are also important. All sorts of programs—speeches, short original plays, interviews, quiz programs, in fact any of the popular types of professional shows of an educational nature—make up the yearly club program. If close correlation with music activities is established, there is no limit to the possibilities of this activity. With the increase in city-owned FM stations and the development of educational television, this activity will become one of the most important in the school.

**Public Speaking.** Exercise of the democratic principle requires that each citizen have the power to express himself orally concerning the problems of American life. Public-speaking clubs aim to develop this ability. At the club meeting students are asked to present prepared speeches, to give extemporaneous addresses after a short amount of preparation, to speak impromptu on any topic given to them, to campaign or make election speeches, to sell something, to give directions, to tell a funny story, to describe a picture, and to participate in other speech activities. Criticisms are then made concerning material, organization, and

delivery. Sometimes several clubs will combine to hold regional contests. These activities deserve to be popular, especially if the members are more interested in speaking the truth sincerely than in learning the tricks which will sway the audience.

**Debating.** Allied to public speaking is debating, which is considered a major activity in many schools. Forty-four states have speech or forensic leagues with state championships in debating, and the National Forensic League has six hundred chapters in secondary schools.<sup>1</sup> These leagues name the topics for debates almost a year in advance; source material is collected and sold to the schools; and students are encouraged to debate the topic many times before the actual contest.

Naming topics in advance may lead to overformalism. The best teachers are enlisted months in advance. The librarian searches for material to be placed at the disposal of the student. Speeches are carefully prepared and tested for their effectiveness on club members. After many revisions the speeches, and sometimes even the rebuttal, are memorized and carefully rehearsed. When the final day arrives, the debaters sit resplendent upon the platform; and what should have been a sincere, forceful presentation, a firm grasping of the opponent's point, with effective counterplay and refutation, becomes an oratorical contest with speeches which have been memorized verbatim and have lost much of their argumentative force. However, there is great educational value in the information and understanding which the debaters have acquired.

Some schools prefer the following method of topic selection for inter-scholastic debating. Two schools whose teams are going to debate select an outsider to name the topic. He selects a subject which is comparatively easy, which does not require elaborate research, and which is easily differentiated into two clearly distinguished opposing views. The topic he selects is sent to each school on the morning of the day of the debate. The debaters, who have been previously well grounded in the principles and methods of debating, are given free use of the library and other school facilities for the day. Obviously such a method eliminates the possibility of a prepared speech and encourages extensive refutation during the progress of the debate. It depends for its success on long and careful training in the essentials of debating. While the first method requires the skillful gathering and organization of much factual material, the second procedure requires careful and concentrated effort to master the art of effective debating.

Many educators believe that debating of any type does not give enough students opportunity to participate and that debating in itself may be a form of intellectual dishonesty, because the student uses every device to

<sup>1</sup> See E. G. Johnston and R. C. Faunce, *Student Activities in Secondary Schools*, pp. 239-244, The Ronald Press Company, New York, 1952.

win his point even if he does not believe it himself. In order to overcome the urge to win at any cost some educators recommend debating without rendering a decision.

A very popular means of discussing public issues is by means of the student forum or the panel discussion. In common practice approximately six students discuss a topic under the direction of a moderator. Each speaker makes a brief opening speech which states his position. This is followed by an informal discussion among members of the panel, after which questions are invited from the floor. If the program is well handled, spirited, and kept to the topic, the forum discussion presents one of the best methods for examining a topic from many points of view and for formulating an opinion based upon evidence.

**Storytelling.** The ability to tell a good story well is an asset in the home, the school, the church, and the community. Club members build up a repertoire of good stories for many occasions, practice telling them to each other, and criticize the story and its telling. They render a valuable social service by telling stories in orphanages, hospitals, nurseries, and other social agencies.

**Interpretive Reading.** At the present time, when so much stress is being laid on silent and work-study reading, it is necessary to bring the attention of students and teachers alike to the necessity for activities that will keep alive the art of oral interpretation. Much of the apathy to this type of artistic endeavor was doubtless due to the ill-advised efforts of the old-time elocution teacher who was interested in exhibitionism. Fortunately, there seems to have been a rebirth of the lyric spirit in America. Of the many contributing causes of this renaissance, not the least is choral speaking. This speaking of lyric, dramatic, or narrative verse in groups is said to have been inspired by a study of the Greek drama. Miss Marjorie Gullan of the London Speech Institute and the University of London is usually credited with having been one of the first and leading exponents of choral speaking. Wherever they have been introduced, the reading of lyrical prose, choral speaking, and choral drama have become very popular with students because they (1) learn how to use the voice, (2) learn many poems by memory which they can recall on appropriate occasions, (3) get a deeper understanding of the poems through a thorough study in the club, such as they cannot get in the classroom, (4) acquire the ability to make others experience the poetry as they themselves feel it. Verse speaking stresses lyrical feeling, thorough understanding, and thought sharing. Under a skillful and thoroughly prepared teacher the reading of verse either alone or in groups can be a vital and pleasant experience.



## DRAMATICS

**Objectives of Dramatic Activities.** It is only by keeping constantly in mind the difference between the professional and the educational objectives of dramatics that the activity can be made of value to the secondary school student. Educational dramatics should not be carried on primarily to make money, but to achieve certain well-defined objectives:

*Self-directing Personality.* One of the most valuable of all outcomes of dramatics is to help students to become self-directive. Students can only be self-directive when they know the rules and what is required or expected of them. Many directors, especially those who have had considerable professional experience and little educational training, plan the minutest activities for their players and demand that they carry them out with greatest attention to detail. This system of play direction is certainly not in accord with the aims of the educational theater in a democratic society, nor is the anarchistic every-man-for-himself technique.

*Integrated Personality.* Another aim of dramatics in schools is to integrate the personality. Play production serves the very useful purpose of setting up situations to which the student must react as a whole; that is, physically, mentally, and emotionally. The actor strives to obtain control over all his faculties so that he may give a truthful representation of the character in whose part he is cast. In type casting the student has an opportunity to study a character not unlike himself and to compare his own personality with it. Although many dramatic coaches prefer type casting to all other types, some coaches deliberately miscast their students in an attempt to change their personalities. This is the most difficult method of all and is not to be recommended unless the educational value of dramatics is paramount. This method is sometimes called the developmental method because it is based upon the assumption that the student who lives with or plays a certain character for a long time may, if encouraged to do so, modify his personality along the lines of the part he plays.

*Cooperative Personality.* Possibly the most essential thing to the success of any kind of dramatic presentation is teamwork. From the coach to the call boy each individual in the theater has his own special task to carry out at a specific time. The success of the whole performance depends on the exact performance of each individual. When secondary students think of dramatics, they customarily think only in terms of the actors; but behind the actors stands a corps of diligent, devoted workers, who must perform their tasks behind the scenes without any expectations of applause or other sign of approval from the audience. Recently the Hollywood star system has entered the thinking of high school coaches

and players to the detriment of secondary school dramatics. Every dramatics director is fully aware that most plays can be carried by one or two very good actors even if the rest of the cast is rather mediocre. These actors, however, must not be allowed to monopolize the interest of the audience to such an extent that they take away attention from the play as a whole or the purpose of the dramatist.

From the time that the coach and the committee choose the play and fix the date of performance each member of the dramatic club must feel the responsibility for doing his task well and on time, since individual failure will affect all the other participants. The realization of the interdependence of players and stage crew must be fully understood, and individual discipline for complete cooperation should be self-imposed. Under a wise and skillful leader, educational dramatics illustrate democracy at work, for each member of the group will contribute to the whole that for which he is most qualified and will cooperate with others toward the accomplishment of a self-determined end.

*Enlarged Life Experience.* Another outcome of educational dramatics is that of enlarged life experience. Dramatics has a way of bringing the past to life. Not only do the students read about the great events and heroes of history, but they can for the duration of the play live these experiences and be those heroes vicariously. Dramatics may be a release from fact and a method of developing the fancy. There are also many opportunities for the use of the creative imagination in phases of dramatics not connected with acting itself. These are costume designing, the creation of unusual stage sets, unusual lighting, special make-up, and creative direction. Under a competent coach students should come to admire certain characters whom they portray and to deprecate others. With guidance the student player will add to his own personality those complementary traits which are missing, or he will use experience he has gained to strengthen his own desirable character traits.

Membership in a school players' organization should open up to the student the whole realm of dramatic literature. Every member of the group at some time should be on the play-reading committee; and if a play by a famous playwright is being produced, answers to questions about his style, intention, or characterization should be sought by careful study of the play itself and of his other works.

The Upper Darby, Pennsylvania, Senior High School runs a multiple dramatic club on the same principle on which apprenticeship groups are conducted in connection with little-theater groups and summer stock. Two sponsors conduct a club for over one hundred members in one large room, with a possibility of using several adjoining rooms if needed. Although both sponsors are well trained in all aspects of play production, one devotes the major part of her time to coaching and the other to stage-

craft. Experienced student players, who have taken special training in directing, coach new members and less experienced players in short plays; and all members take their turns, not only at acting, but also in make-up, in prompting, as callboys, on the stage crew, in the wardrobe, in the business department, and in all the processes of putting on a show. In this way all the members become familiar with the many skills needed to produce a play; learn the interdependence required among members of the business staff, the production staff, and the actors; develop a respect for the contribution of each individual; and view their own part in relation to the whole production. Besides an annual series of full-length plays, the club produces a number of one-act plays with student directors. One of the chief activities of the club is to present two or more full-length plays for the elementary school children of the community on Saturday mornings.

One of the best things about dramatic activities and the benefits to be derived from them is that they do not have to stop with high school graduation, but can continue into adult life. The wise director will see to it that this takes place by assisting in the development of little-theater activities in the community or by participating in them if they already exist. A well-equipped high school stage should not remain idle and dark in the evenings, except for a few nights when it is used by the students for special parents' nights or school shows. If the dramatics in the community include activities for both students of the high school and adults, and if there is cooperation between the groups, students from the high school dramatics organizations may be used to take juvenile parts in the adult community productions. In this way there will be a natural transition from school to adult group under the supervision of the school dramatic coach.

**The Stage and Its Equipment.** At the close of Chapter 2 the statement was made that adequate equipment is necessary to the success of any activity. The first essential to the physical production of a play is the stage. If possible the stage should be elevated and placed at one end of a large room. It should always be level so that standard sets can be used and individual pieces of scenery can be moved from one side of the stage to the other. Secondary school dramatics clubs should accustom themselves to play in a unit set or before simple drapes of warm gray with a few movable doors, windows, and fireplaces. Black, red, silver, or gold cycloramas, while presenting a rich appearance, have very little use except for musical presentations or formal assemblies. They form an unsatisfactory background for most dramatic scenes. The gray cyclorama mentioned above will take colored lights very well and will make a suitable background for almost any kind of school presentation.

Spotlights and floods, and a switchboard with dimmers from which to operate them, will be more effective on the small stage than expensive

footlights or borders (in strips of overhanging lights), because the spots and floods can be directed to distribute the light where it is needed, while the footlights and borders give only an even distribution of light. Then, too, the color of spots and floods can be changed readily, while the colors of foots and borders are much more inflexible.

The height of the stage should be slightly more than twice the height of the proscenium arch so that sets and cycloramas can be flown. The sets and curtains should be counterweighted so that they can be handled by a few members of the student stage crew without danger. This will facilitate the change of scenes.

*Theater in the Round.* There is a growing interest in producing plays in the middle of the floor without a stage and with the audience grouped around the players in arena style. For years this procedure has been carried out in many old-fashioned school houses in which there is no auditorium and in which the sashes can be thrown open to combine several rooms for assembly purposes. This method of production can be carried out very successfully in the gymnasium. Acting under such conditions requires considerable skill, since the actor must project himself and the play to the audience whether they are seated behind his back or at his side, and still he must remain in character.

**Choosing a Play.** Upon the choice of a play hinges the success or failure of the production, both as an artistic achievement and as an educational venture. The following criteria may be considered when making a selection:

*Literary Merit.* Students cannot develop a taste for what is really good in dramatic literature by repeating the mediocre or inferior. There are many lists of good plays, notably those published by the National Society of Teachers of English and by the American Educational Theatre Association. Although all companies want to sell the plays they publish, the educational service bureaus of the larger companies can usually be trusted to give valuable assistance in play selection. However, teachers should view with caution lists of contest-winning plays recommended by publishers.

*Artistic Quality.* A play, besides reading well, must also act well. There should be opportunities for artistic groupings and artistic mounting. The characters must come to life when their lines are spoken.

*Suitability* (1) for the occasion and (2) for the limitation of age. Young students will be best equipped to take the parts of young boys and girls of their own age. It is extremely difficult for them to play middle age, and almost as difficult to play old age. A good kind of play for high schools is a costume play with lots of action and with a cast of characters who are below thirty-five. Robin Hood and similar legends are fine subjects for high school dramatics.

(3) For the ability of the group. Educationally it is better to attempt a play slightly above the ability of the group because of the challenge it presents, but students and coaches must be warned against attempting that which is too difficult. Farces, drawing-room comedies, and fantasies should only be attempted by the most skillful groups. The acting of most high school students is very broad and not well restrained.

(4) For the equipment available. The production of a play is limited to the equipment at hand. Elaborate palace scenes, special lighting effects such as a forest fire, or projected scenery are out of the question for most schools; so also is a pageant of large massed groups on a small stage. In schools in which elaborate change of scenery would be awkward or time-consuming, it is better to choose plays with but a single set, or with slight changes if furniture and other properties and scenery can be stored backstage until needed.

**Scheduling Rehearsals.** After the play has been chosen and the cast selected, the next important step is to set the date for the performance. In some schools the date for the school show falls traditionally on the same week end each year, but in other cases the date of performance is left to the coach and his actors. The average full-length play can be produced in a period of about eight weeks, and one-act plays can be got ready in two or three. If a date is not set, the play often is not produced at all because the cast and coach are never ready.

**Promoting an Audience.** The cooperation of the art, commercial, and mathematics departments are essential here. Art clubs can make attractive posters, and math and commercial clubs can guide the sale of tickets, the budgeting, and other financial affairs. Short scenes from the play or skits about the characters, locale, or author can be given in the assembly; and models of the principal characters and stage sets can be exhibited. Printed matter in the form of attractive handbills and articles in the school and local newspapers, together with announcements and programs on radio and television, should be used. Personal solicitation and direct mail are recommended. Even if admission is free it takes much persuasion to induce individuals to leave their homes and television sets to return to the school to see an amateur performance. Some coaches choose plays with large casts, which they often have in duplicate or triplicate, because they believe that each player "is good for two admissions."

### *Dramatic Clubs*

Dramatic activities in secondary schools may take several forms. The following clubs are suggested:

**Senior Dramatics.** This activity is known by many different names. Dramateers, Players Club, Maskers, Footlighters, Funsters, Sock and Buskin, and Cap and Bells are a few popular ones. This organization is

made up of those students who have had some experience with acting in the other dramatic activities of the school. Its aim is to produce the annual school play and such occasional plays and dramatic presentations as are needed in the school program to celebrate certain holidays and other important events. Membership is selective and is based on ability and experience.

**Pantomime Clubs.** The pantomime is a useful method of developing a sense of movement and gesture. In many schools it is used as a beginning dramatic club, but it need not stop there, since expert pantomimists are rated among the great dramatic artists. The activity has much educational value because it stresses communication of ideas and emotions by bodily movement and facial expression rather than by words. In pantomime, timing and pattern of movement are very important because it is really a kind of dance without musical accompaniment. Since there is no dialogue to worry about the young actor can spend his time in learning to express himself by bodily movement. The student who has developed his body into an instrument of subtle expressiveness through activities in the pantomime club will be a great asset in the dramatic club, provided that he has an expressive speaking voice also.

**Junior Dramatics.** Junior dramatics in high school are often organized for the lowerclassmen. The club work is so arranged that the members get a grounding in the essentials of dramatic art. Large numbers of students are admitted without too rigid a system of tryouts or with none at all. One plan for running the club is to choose a series of projects which will give practice in dramatic technique. Another method is to plan monthly performances of short plays for students or for club members, and possibly one parents' evening. The group is divided into a number of casts. Each cast chooses a play and is coached by a member of the senior dramatic club under the supervision of the club sponsor. The use of student coaches is valuable, not only in terms of student development, but also for the number of coaches it trains for neighborhood dramatics. Perhaps its greatest value is to make it possible for a great many students to participate in dramatics.

**Puppets and Marionettes.** Puppets and marionettes are used both by the dramatics and by the art departments. A joint activity which embraces both the making of puppets and the writing and producing of puppet and marionette plays is most satisfactory. Activities in the puppet and marionette club, together with those of the junior dramatics club, should be largely creative and experimental.

**Radio-Television Dramatics Clubs.** Radio-television dramatics clubs have been mentioned above under speech activities. It is interesting here to observe the complementary nature of pantomime and radio dramatics, the former using no speech and the latter using no movement. The radio

players must suggest the entire action by the skillful use of their voices, supplemented by music and sound effects. In television drama actors play close together in a rather restricted area. Television technique, while related to stage technique, has certain essential differences and is somewhat related to motion-picture technique. The most intricate of these is playing the cameras. Television players must always remember that their audiences are most frequently made up of small groups of persons sitting around a television set in the living room.

**Motion-picture Dramatics.** Schools with educational television stations are finding it necessary to develop skill in motion-picture techniques in order to put their programs on film for future showings, or to take scenes on location. An interesting example of this is a series of programs on the geology of Missouri which is being developed by the St. Louis school system. The motion-picture club is closely allied to the camera club, which is concerned with the technical problems of production. Members of the motion-picture club write the scenario and are interested in acting, make-up, grouping, and setting. The club also keeps a record of important events in the school and the community.

**Creative Dramatics.** In every school there will be found a small group of students who want to write for the stage. The skills necessary for success in this type of work differ from those required to tell a story or to write a lyric. Students in the creative dramatics club either should be members of other dramatic organizations or should spend much time in watching student rehearsals.

**Costume Club.** This club is organized to take care of the wardrobe of the players' club. After a show the costumes which belong to the school are mended, cleaned, catalogued, and put away. Activities of the club consist of a study of the history of costume, the making of new costumes, and the maintenance of the costumes accumulated.

**Stagecrafters.** Here is a wonderful opportunity for those who are interested in play production from the technical side. This activity may be connected with the industrial-arts department and should be supervised carefully by the dramatic coach. Many problems of making scenery and lighting the stage will arise, especially at the time of the major production.

Maintaining the equipment in the best possible condition, experimenting with lighting effects, and building new sets and properties are basic all-year-round activities. Another activity carried on by the stagecrafters' club is making stage models. To make sets, the student selects a play to mount. He reads it carefully, especially the section dealing with the setting. To work out a scene successfully takes a knowledge of dramatics, especially of the play the student wishes to mount; a highly developed sense of decoration and artistic values; and considerable skill with tools.

**Theatrical Make-up.** Students who are really interested in dramatics and who wish to continue it avocationally after graduation will wish to know how to make up. There are many books, filmstrips, and motion pictures on the subject, but the best way to learn is by practice. Students should be encouraged to buy their own make-up kits or the essentials of such kits and go to work on themselves and others. Those who have a fair mastery of the subject will be a great help to the coach of the annual school show or the music teacher who produces an operetta, because they will be able to take over the simpler types of make-up for the chorus and to assist with the more intricate make-up of the principals. Members of make-up clubs take pictures of difficult or unusual types of make-up in various stages of development and write out the procedure in detail. This material is filed for future use in the school's dramatic performances.

**The Three D's.** The Clifton Heights, Pennsylvania, High School conducts a multiple speech-arts club known as the Three D's: declamation, debating, and dramatics. Students who enroll in the club are asked to indicate their major interest, but members are allowed to move freely from one activity to another according to their interests or the requirements of the activity. If the dramatic section wishes to present a play with a large cast, those interested primarily in other activities will be invited to take part. When projects in debating or choral speaking require especially gifted individuals or large numbers, the dramatics group will work on a play with a small cast. Stagecraft, make-up, and costuming are also included among the activities. This type of club is especially suited to a small secondary school.

### *The Speech Arts Council*

In order to integrate the various activities in a wide schedule of dramatics clubs, all teachers who sponsor these activities, or activities related to them, should meet together frequently to report on what they are doing and to consider plans for cooperation between the clubs and the improvement of club activities. The group should elect a chairman and should be a self-perpetuating organization, serving as a sort of clearinghouse for all the dramatics and correlated activities carried on in the secondary school.

## THE DANCE

The dance is a vital force in American education. It is not another form of calisthenics or of rhythmic gymnastics. Although it is done in the gymnasium it has a close affinity with those activities which take place in the art rooms; in the music periods; in classes in creative writing; and in speaking, reading, and dramatic organizations. The dance is an art form,



and educators will need to realize this fact before participation in the dance can achieve its full educational function.

In order to be of real educational value, the dance must be meaningful. The frivolous tapping of feet, the aimless waving of arms or flying of streamers, have very little educational or aesthetic value. But dance conceived in terms of experience—a story, a feeling of joy or sorrow, a sentiment of patriotism, self-sacrifice, or reverence—is of considerable worth.

In 1937 a group of prominent dance teachers from schools and colleges in the Philadelphia and New York areas met at the University of Pennsylvania to discuss the place of dance in education. Besides cautioning against the inclusion of pure theater dance in general education, this group recommended that

1. The distinction between the dance as an art form and the dance as a form of physical exercise should constantly be borne in mind.

2. The dance should be an exposition of an emotion, an idea, or an experience.

3. There should be a feeling of unity of purpose among the members of the group.

4. Group dancing should be an expression of group experience.

5. Dancing should be a means of self-expression rather than the execution of set patterns imposed by the instructor and carried out mechanically.

6. Movement in the dance should be rhythmical rather than metrical.

These recommendations would exclude tap, acrobatic, and adagio dancing from the realm of educational dance and would place them in the category of rhythmic gymnastics.

**The Ballet Club.** For most people the term dance suggests the ballet. This type of dance, whether done on the toes or in soft shoes, is highly spectacular and belongs properly to the theater. The classical ballet is of doubtful educational value, since it takes years of constant training and practice. The attempts of young children to dance on their toes, as is so often seen in schools and recreation centers, is pathetic, if not definitely harmful to the young dancer's feet and carriage. As a general rule, the public school should not attempt the more intricate types of ballet, unless it can depend upon a number of students who have had professional ballet training. In this case, the other members of the dance club can learn simple routines and can act as a chorus background for the professionally trained solo dancers. Care should be taken that the routines, poses, and positions do not become merely another type of calisthenics. As ballet is now taught in most schools it has little appeal to boys. Most ballet clubs are made up entirely of girls who take boys' parts.

There are many ballet books on the market which are used widely, but in many cases their use makes the ballet-club activity the uninteresting

drudgery of mastering routines by sponsor and members. An original ballet or one adapted from various sources has more educational value, although it may not be as smooth in performance.

With appropriate scenery, lights, costumes, and music the ballet presents a beautiful spectacle, which is of definite educational value so long as the routines are kept within the physical abilities of the dancers and provided that the dance has significance for those who perform it. Admission to ballet clubs is usually determined by demonstration and selection by the club sponsor. Dues are usually charged. Each student must supply her own shoes. Costumes are paid for by the individual members or by the school.

**Folk-dance Clubs.** Folk dance is one of the finest educational experiences for high school students. Although some of these dances have intricate techniques, many of them are very simple in composition and in movement and can be learned readily by rote in one club period. The repetitive element of folk dancing adds to the ease with which it can be learned. Each dance is an educational unit in itself. If the activities of the club are graded to proceed from the simple to the complex, it will not be necessary to practice routines separately from the dances themselves. In this way each club period will provide at least one complete dance experience. The student will be dealing with a life situation, a vital living thing, and not a decimated skeleton of routine without the least glow of vitality.

Folk dancing is much more than dance. It is history, geography, literature, art, music, and international good will. Many European and American folk dances are connected with certain periods, events, or personalities in history. A study of the origin and the background of the dance will add considerably not only to the dancer's store of historical information, but to his enjoyment as well.

American folk dances will occupy a prominent part of the club program. Many of our dances are derived from European sources, but have been adapted freely to the American mode of life. One of the chief delights of American country dancing is the infinite opportunity for improvisation. Figures are set, but the dancer feels free to add any little personal touch which does not break the rhythm of the dance or interfere with or confuse the other dancers.

Wherever possible the dance club should encourage natives to talk about and to teach their dances. There should be an equal number of boys and girls. Girls should not take boys' parts. It is almost better not to have a folk-dance club than to confine it to girls. Mixed dances should always be done by boys and girls, boys' dances by boys, and girls' dances by girls.

**Modern-dance Club.** The modern, expressional, or contemporary dance

differs widely in content and form and goes by many names. It probably took its place in education first when Isadora Duncan opened her school in Berlin in 1904. All the groups have certain characteristics in common: the content begins with a dancer's experience, feeling, or belief; and the form has its beginning in natural movement. Instead of the traditional positions of the ballet, the contemporary dance begins with walking, jumping, leaping, falling, running, and the like. Much modern dancing is done in bare feet, but there is no reason why the footgear appropriate to the costume or the type of movement cannot be worn.

The interpretive dance starts with a musical composition and attempts to interpret it in terms of movement. In dance improvisation the predominating movement is upward and outward, as in the ballet, and in defiance of the law of gravity; that is, the dancer's feet touch the ground only to leave it immediately. This type of dance is closely related to music. The dancer and the accompanist improvise according to an original plan until the dance not only tells a story but has developed musical form.

Another type of expressional dance is that which begins with the premise that all movement is down, or toward the earth. Proponents of this type of dancing recognize in walking a series of arrested falls. Movement is based upon body mechanics. Pattern, emotion, and idea are the basis for the dances. Social ideas such as poverty, oppression, the democratic ideal, and the glowing heritage of America are frequently used as subject matter for dance sequences.

One of the most fertile fields for experimentation in educational dance is that of the reunion of poetry and dancing. This revived art of the ancient world is especially effective when the poetry is spoken by one group and danced by another.

**Dancing for Boys.** There are many stories of football captains who request modern-dance classes, and of star athletes who find dance techniques difficult and exhausting. An increasing number of colleges are introducing dance into their curriculums. In classic Greece, dance was a basic element of the education of boys and men. In primitive society and in all predominantly masculine cultures it is a man's art. Certainly the time to engage the interest and confidence of boys is at a point much earlier than the college years. In the elementary grades, in which much good work has been done in the truly creative dance, boys and girls participate with equal eagerness. For the most part, dancing for boys alone has been confined to Indian dancing. There are many European folk dances which were traditionally danced only by boys and men. English stick and morris dances, Swedish student dances, Bavarian and Bohemian woodsmen's and hunters' dances, Scottish sword dances, together with

the dances of American lumbermen, mountaineers, frontiersmen, and seamen, make interesting and virile activities which will delight the heart and test the strength, skill, and endurance of any boy.

The principal purpose of the dance should be individual and group development, rather than public performance. The young dancer will, of course, want to perform in public and will gain much thereby; but the emphasis on the part of the faculty sponsor should be on self-realization rather than professionalism, and this point of view should always be made clear to the audience.

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## CHAPTER 8

### *Music*

Music has ever been a part of the life of the American people. Although music was taught in some rural schools and academics in the nineteenth century, it was not until the early part of the present century that it began to make itself felt in the public schools. During the last thirty years the growth of musical activities in all types of schools has been extraordinary. At the present time many large secondary schools have curricularized their instrumental and choral organizations because rising standards of performance make it necessary to spend a considerable amount of time in rehearsal in school and practice at home. However, there are still many schools in which musical activities are included in the extraclass program. It is for these schools that musical organizations are described here.

#### TYPES OF MUSICAL ACTIVITY

**Assembly Singing.** The oldest and perhaps the most common of all types of musical activities within the school is singing in the morning assembly. This type of music, at first sacred and then secular, has the distinct advantage of being one of the great unifying factors in the school. Patriotic songs, school songs, athletic songs to urge the team on to victory, the great folk songs of our own and other lands, art songs, and popular ballads find their places side by side in the auditorium sing and bring about a spirit of working together and a singleness of idea and purpose which no other agency can approach.

Much of the music which is sung in the assembly is in unison, but where there are music classes in which individual parts can be learned, part singing can be attempted. Assembly singing unfortunately does not have the place of prominence which it once held, because of the many other activities which encroach upon the time of the assembly period. Whenever possible, good assembly singing should be engaged in frequently under the direction of a competent leader.

**The Orchestra.** The orchestra is possibly the most difficult musical activ-

ity to maintain on a strictly extraclass basis. If, however, the orchestra is organized in such a way that it produces results in the form of successful performances, the conductor will find little difficulty in securing the extra time of students for after-school or before-school rehearsals.

One of the chief problems in organizing an amateur orchestra is that of securing proper instruments. Even music which is not difficult to play requires instruments which cannot be secured by the beginning group. The skillful conductor will have to make a number of substitutions in order that all the parts are played and that the harmonics and voice leadings are fully realized. An oboe part can be played by a violin or flute, or by a clarinet or muted trumpet if the parts are transposed. The viola part can be taken by a "third" violin if the conductor rewrites the viola part in the treble clef. The cello and the trombone can substitute for the bassoon. French-horn parts may be played on the E-flat mellophone, which can be learned easily by a trumpeter. The piano can be used to supply all missing parts. A criticism often given of piano parts for small orchestras is that all the parts are played rather than only the inner voices. The leader often finds it to his advantage to organize small groups in brasses or woodwinds or to give private instruction on these instruments in order to build up his orchestration. The practice, found in many schools, of purchasing instruments with school funds and lending them to students has done much to improve school orchestras.

The school orchestra will need a complete organization of officers and committees. The usual president, vice-president, secretary, and treasurer, with their customary duties, should be elected because there will be much work for them to do in connection with arranging programs, scheduling rehearsals, taking attendance, and collecting dues toward the cost of new music, if this is not supplied by the school board. In addition the orchestra will need its traditional concertmeister and its staff of student conductors. There should also be a library committee to take care of the music. The members of this committee should place the music in folders, distribute it before rehearsal, collect it after rehearsal, examine it, mend it, and put it away.

Many orchestras which are organized on an activity basis are obliged to meet in the auditorium, the lunchroom, or some other unused, sizable space. Since these rooms are used for other activities at other times in the school day, it will be necessary to appoint a small property committee. These students should be excused several minutes before the close of school, if the rehearsal is after school, and should be furnished with a chart so that they can set up the orchestra before the musicians arrive. If the orchestra meets before school, the committee should arrange the seating either before going home or before the students arrive in the morning. After the rehearsal each student can be held responsible for placing



his chair in its regular position and for bringing his music stand to a central storeroom.

If the orchestra is to be a successful musical organization it must have a purpose. There should be a calendar of regularly scheduled engagements and rehearsals. At first the newly organized orchestra will be able to play only marches for entrance and exit in assembly, but as soon as possible it should add assembly songs to its repertoire and then exhibition pieces. After the orchestra gets to the point at which it can play a number of selections of recognized musical value, it is well on the road to becoming a permanent musical organization. The possibilities are almost limitless. Playing incidental music for the school show with selections before the performance and between the acts may be the next step. Interpreting the musical score for the ballet club and providing the musical accompaniment for a cantata or oratorio by the glee club or choral society are among its important functions. It may essay on its own a concert with prominent soloists—a pianist perhaps, or a singer or instrumentalist who will bring his own accompanist. Another interesting program for the orchestra is one which includes a concerto for piano, violin, or some other instrument. The use of the piano concerto in concert is valuable, since it utilizes the pianistic talents of the school after the orchestra has outgrown that instrument. When the orchestra has advanced to this point, its contribution to the life of the school and the community cannot fail to be recognized. Engagements at functions of legitimate community groups should be accepted on occasion; and while it is difficult to move the equipment of a large orchestra from place to place, participation in contests and festivals are well worth the effort because of the stimulation such performances give to the students. Recently the band with its glamorous uniforms, its quick results, and its spectacular display at football games, has turned many potential string players to the study of the clarinet or some other wind instrument. The orchestra often lacks glamour. It is stuck down in an orchestra pit; the players wear ordinary street clothes; and it often functions more or less unnoticed. Why not bring the orchestra out of hiding and for evening affairs dress it in special uniforms, or better yet in traditional evening clothes, tails and all? The school provides the band and the choir with uniforms. Why not the orchestra? The orchestra is capable of more delicate refinements and shadings, more varieties of tone color, than any other musical organization. Everything should be done to keep it going.

**Bands.** There are two kinds of bands in secondary schools: the football or marching band and the concert band. Most music teachers discredit the marching band, at least in their thinking, because they claim that it is impossible to secure the highest quality of musicianship from a band on the march and that a band which is used only for parades and football games must restrict its repertoire to marches and school songs. Another point in

favor of the concert band is that it is a continuous organization. Between football and basketball and between basketball and the close of school, there is a period in which the marching band has nothing to do. It is during this period that the concert band can be used as an accompaniment for group singing and can present programs which include varied types of musical cooperation in assembly or at a twilight concert in the school stadium. Definite distinctions in function between orchestra and band should constantly be kept in mind if the two musical organizations are not to be in constant competition with each other. The band will need to be careful of the engagements it makes for outside affairs. It should not be hired out to any political organization, restrictive or commercial group. Any event in which the whole town can participate is suitable for a band appearance. Parades for the community chest and celebrations of national holidays will keep the band schedule full, especially if it enters the various local and state festivals which are held in spring and fall. The organization of the band, with its four officers, its librarian, and its property committee, is most desirable. In addition the formation of a wardrobe committee and an organization of band mothers is an excellent way of equipping the band with uniforms and keeping the uniforms in good condition. When the school board does not equip the band with uniforms or provide transportation for it, the usual custom is to allow the band a certain percentage of gate receipts from football and basketball games.

Other methods, such as the sale of candy and soap, the giving of movie benefits, or the solicitation of funds, are used to uniform the band and pay its expenses.

**The Instrumental Ensemble.** The instrumental ensemble, or the chamber-music club, is another important musical organization in the school. Its purpose is to organize groups for the study of musical literature written for small groups of instruments. It should be organized with four officers and a librarian and should have as its sponsor that member of the music department who is most expert on string instruments. It meets at times which do not interfere with the rehearsals of the regular orchestra, because its membership will be composed of many of the best players in that organization. The procedure for the meeting is somewhat as follows: first, there is a brief business meeting and distribution of music. The club then divides into quartets, quintets, trios, and the like. Each group is assigned a separate place for practice. These separate practice rooms should be adjacent or on the same floor to make it possible for the coach to assist students with their parts and the difficulties of ensemble playing. Sometimes the coach finds it advisable to bring the entire group together at the close of the period to play a combined number so that he can give group instruction on the basis of the difficulties encountered during the period. Complete freedom in the choice of music to be played is allowed,

within the limitations of the music library, of course. Another method of organization is known as the multiple quartet, in which several quartets play the same selection together at the beginning of the period under the direction of the coach, who irons out difficulties, after which the groups go to separate practice rooms to perfect their ensemble playing.

Some music supervisors find the public-address system a very helpful device in a music suite. The sponsor can sit in his office and listen in at will to a number of groups, to whom he can give directions. If he finds that it is necessary to give more than verbal instructions, he can leave his office to visit individual groups, but still keep in more or less direct personal contact with each group.

Dinner music for alumni banquets, quartet and sonata recitals, and other types of chamber-music concerts should be planned. Such concerts will seldom be given in the school auditorium, unless no other suitable space can be found. Do not expect large audiences. Considerable musical knowledge and experience are needed to appreciate chamber music.

**The Vocal Ensemble.** The vocal ensemble is a small group of about twenty-four especially well trained and highly selected singers. These students are selected with a thought to tone quality, balance, and blend, as well as outstanding sight-reading ability. Under expert supervision these singers make an intensive study of a *cappella* music of a particular school or period. Often they make a study of the great choral works of the sixteenth and seventeenth centuries, which are otherwise infrequently performed. Recitals of this group are of great interest only to the person who is serious about his music. Luckily, the number of such persons is growing steadily. While the educational and artistic value of the vocal ensemble as above described is of undoubted value, many schools feel that it cannot be scheduled during the activity period because not enough students are involved.

**Barbershop Quartets.** At present barbershop quartets are very popular. Local and national societies for the "preservation of barbershop quartets" run annual contests and festivals and can be called upon to assist in developing this type of activity among boys. Although it will be readily agreed that the musical value of such an activity is not very great, the barbershop quartet has much social value for the participants and is an interesting diversion in many a school and community program. Often the members of the quartet can be motivated to try a better type of music, and the experience they gain will make them valuable members of the boys' glee club and the choral club.

What has been said about barbershop quartets will also apply to the groups organized by the girls from radio and television models such as the Andrews sisters.

**The Swing Band.** No school of any size is complete without a swing

band to accompany its informal dances in the gymnasium after school or at lunch time. The success of the famous dance bands depends upon the skill and imagination of the arranger. The music teacher will find that much interest will be displayed and a great amount of work done by the members of swing orchestras if the players are allowed to try their hands at arranging. Of course, Hollywood and Broadway results cannot be expected, but the arrangements will often show marked ingenuity and will give music students good practice in orchestration. In some cases the music teacher himself will need to come to the aid of the youthful bandmasters and unravel difficult transpositions and harmonies.

**The Bugle Corps.** As a preliminary step in the playing of serious band music the bugle corps is a very fine activity. The American Legion is active in sponsoring bugle corps and may be called upon for assistance in supplying music, instruments, and leadership as needed. Students who enroll in the bugle corps should be encouraged to study other wind instruments so that the corps may be transformed into a band. This is a very good activity for the junior high school.

**The Glee Club or Choral Society.** The glee club or choral society is a large group of boys and girls who like to sing. The ability to carry a part and some slight proficiency in sight reading are all that are required for membership. The director will want to preserve some kind of balance, of course, but the high standards of musicianship required for admission to the *a cappella* choir or the vocal ensemble should not be applied to the glee club. The group of singers will be concerned principally with the singing of the type of accompanied choral works which depend for their effectiveness on the use of many voices rather than in shading and delicate nuances. A good project for a club of this type is to present an oratorio with soloists and accompaniment by the school orchestra. Some of the larger works of Mendelssohn, Haydn, and Handel can be cut judiciously so that they make a program of suitable length for assembly or for an evening program and place the burden of the work on the soloists.

**The Boys' Glee Club.** Much interesting music of both serious and humorous nature has been written for men's voices, and much pleasure is to be derived from a study of their close harmonies and dynamics. Witty words set to light, humorous music delight the masculine heart and please his ear. There is something fundamentally strong and solid in men's voices, so that a well-trained boys' glee club in senior high school made up of students with changed voices is a delight to hear. Boy's glee clubs are very popular with the audience, and there will be no lack of requests for special performances if the club is well trained. As many engagements as can possibly be arranged should be accepted, always observing, of course, that the organizations are approved by the school board and administra-

tion and that special performances do not place too great a strain on the teacher or students or demand too much of their time.

**The Girls' Glee Club.** The girls' glee club is an essential complement of the boys' glee club. The activity goes by a number of different names, the Treble-clef Choir being very popular. Enough good music has been written for women's voices, some by the greatest composers, so that it should not be necessary for a girls' glee-club director to add to her repertoire arrangements of mixed-chorus or band and orchestra selections with words of questionable literary merit. One of the chief outcomes of activities of this type is acquaintance with the best of the world's musical literature. Music which takes advantage of the light, floating qualities of the woman's voice is especially desirable. If the boys' and girls' glee clubs are conducted in connection with the glee club or choral society, part of each rehearsal period can be set aside for learning the parts of the numbers which the latter organization is rehearsing. In this way much more can be accomplished in the choral society, and rehearsals will not be held up while one voice learns a difficult passage. The girls' and boys' glee clubs must be looked upon as separate organizations and not as sectional rehearsals for the choral society, as is too often the case. They should have their own repertoire and their own engagement calendar. The learning of parts of mixed choral numbers should be incidental.

**The A Cappella Choir.** The *a cappella* choir, aside from the vocal ensemble described above, is by far the most artistic and best-trained vocal organization in the school. Members are carefully selected, usually for voice quality, sight-reading ability, and ability to stay on pitch.

Students are carefully selected with regard to voice quality, to keep as fine a balance as possible. Music of high quality is sung and usually memorized. Because of the intensive training and the long and frequent rehearsals to produce this type of music the *a cappella* choir is often scheduled as a curricular activity. Some teachers allow students to take music home to learn the parts, although this is not always a desirable practice. The choir is usually robed to eliminate the usual fashion display of the choral club. The gowns also develop a spirit of unity, a feeling of oneness in singing, which is so essential to good *a cappella* work. Gowns are usually in school colors, the darker shade being used for the robe itself, and the lighter shade for trimming. Some choirs use the plain black academic gown and include a short waist-length stole of the school colors. No hats are worn.

Most *a cappella* choirs find that they have little difficulty in filling up their schedule of outside performances. A number of choirs sing in the various community churches throughout the winter. One choir in a large Eastern city charges a very nominal fee to cover expenses of carfare and

to establish a fund for the purchase of new music and for replacement of choir gowns. This activity is very worthwhile, but should not be attempted unless the director and the students take the matter seriously.

**The Soloists' Club.** In many schools there are a number of fine pianists who never get a chance at any musical organization, especially if the orchestra is well developed and the *a cappella* choir sings entirely unaccompanied. The soloist club gives these students and other talented instrumentalists and vocalists a chance to perform before each other. Admission to this club is usually dependent upon ability to perform alone on some solo instrument or vocally. Much of the success of the club depends upon two things: (1) the ability of the sponsor to accompany and (2) the ingenuity of the program committee. Interesting performances of quartets, trios, duets, and solos can be arranged. All the practicing is done at home or after school at odd hours. Keeping a book of programs proves to be very interesting, especially when some of the high school musicians win scholarships to the nation's leading conservatories or become members of prominent musical organizations. Many of the students who join this club are looking forward to professional musical careers, and the experience of playing before a critical audience is of great value to them.

**Instrumental Clubs.** If the orchestra or band leader finds his organization lacking in certain instruments on graduation, and if there is no likelihood of replacements from the junior high school or the elementary school orchestra or band, he may wish to train students to play the instruments which his band or orchestra will lack. As early as possible in the school year he will organize a special class—for example, a mellophone, a trumpet, or a clarinet class. If he cannot find time to conduct this activity himself he may assign it to another teacher or to a very experienced student. Instruments are supplied by the school in many cases.

Some schools also organize clubs for group learning of piano playing. A good method—one or two pianos and a paper keyboard for every student—can do wonders in a school year. Many students have learned to read and play simple tunes, hymns, ballads, and school songs in a year by this method.

**The Vocal-clinic Club.** The vocal-clinic club, strictly speaking, is not a club at all, except that students join it voluntarily and it carries no credit. This can also be said of the instrumental club just described. The activities of this vocal club are confined to the study of the art of singing. They consist of exercises in breath control, tone production, agility, and sight reading. This activity is carried on to produce good material for the *a cappella* choir or to give vocal soloists practice in sight reading.

**The Music Appreciation Club.** A knowledge of and a familiarity with the great works of music are just as essential to the education of the truly cultured individual as is a knowledge of the great works of literature.

This activity does not have to be sponsored by a specialist in music, because a highly technical study of the compositions is no more essential to appreciation than the old-fashioned parsing of literature. The only qualifications of the sponsor are that he be truly a lover of good music and that his appreciation be infectious. Membership should be open to all who want to listen to music, whether they can play a musical instrument, or have any musical skill, or not. A good record player and access to a large and varied collection of good records are all that are needed. Usually a list of available records is made at the beginning of the school year. There are four principal sources: (1) the school library, (2) the faculty, (3) the students, and (4) the record collection of the free municipal library.

A committee of students outlines the series of concerts for the year. Subcommittees are formed for each concert. These committees prepare the sequence of numbers carefully and plan very short talks on the nature of the music. The activities of the club should be made up of about one part explanation to nine parts of listening to music. Many clubs fail at this point. There is usually too much talk. Programs are posted at least a week in advance so that students who wish to read about the composer or the work to be performed may have an opportunity to do so. The school librarian may cooperate by making books and pictures of the composers readily available.

An interesting event in the program is the surprise number or soloist. Just after the middle of the program a disc which has not been announced previously is played. This may be a request number, a universal favorite, a disc newly released, or the recording of a prominent artist. Where this device has been used, much interest has been stimulated.

Record programs are especially popular in classes for adults. A regular series of recorded concerts meets with great success, provided that the following rules are adhered to:

1. Arrange the program exactly as if it were a symphony concert, or have a lecturer who can make the subject vital by playing themes and excerpts on the piano while he talks.
  2. Duplicate the program in some way and include notes when possible.
  3. Insist that nobody enter or leave while a record is being played.
  4. Insist that strict silence be observed during the playing of the music.
- Those who wish to be sociable should join some other activity in which such talents are capitalized upon.

**The Operetta Club.** The operetta club is a fine school activity because it involves the cooperation of so many departments of the school. On the musical side, it also requires a wide variety of musical talents. Solos and duets must be given to those students with especially pleasing voices and considerable stage presence. The school orchestra will want to play the overture and some of the numbers requiring a full ensemble for effective

production, while a semi-orchestra will carry the burden of the solo and dance accompaniments. Since the choruses in many school operettas are not especially difficult, it is suggested that a special group of students with good voices and some ability in stage technique be organized to perform them rather than that other musical organizations such as the choral society or the *a cappella* choir be used for this purpose. When the whole *a cappella* choir has been put on stage to perform the chorus work in the school operetta, the results have often been good musically, but extremely poor from the standpoint of the action and the unity of the performance. Many of the singers in the operetta chorus will be recruited from other musical organizations in the school, but they will be selected not only because of their voices, but also for their ability to portray gypsies, Norman peasants, or whatever characters the libretto calls for. It is suggested that a large committee of students and faculty be formed to take care of every detail of the operetta and that the music teacher be the head of this committee, since the burden of the rehearsals and the performance will fall upon him. A school with only average musical talent can put on a successful operetta, while it would fail very badly in the more formal types of musical programs. Scenery, dialogue, dancing, and costumes all add to the spectacle and help to "put the evening over."

For schools which have not attempted the operetta it is well to begin with one which requires few settings and rather simple costumes and staging. A comparatively easy musical score is also advised, since it is better to do an easy thing well than a difficult thing poorly.

Schools which have had considerable experience with the operetta and which have a fine tradition of choral music and talented soloists among the student body frequently specialize in more difficult works. Many schools have established the tradition of presenting a Gilbert and Sullivan opera each year. Modern one-act operas, such as Kurt Weill's *Down in the Valley* and Menotti's *Amahl and the Night Visitors*, have been successfully produced by high school groups. Others produce recent Broadway successes, such as *Finian's Rainbow* and *Brigadoon*. The South Philadelphia High School, located in an Italian section with a fine musical tradition, produces a full-length Italian opera each year. The school orchestra and chorus perform the instrumental and ensemble parts, while talented singers from the school's soloist club or from the alumni club sing the principal roles.

**The Pageant.** The pageant, whether produced indoors or outdoors, gives a splendid opportunity for wide participation by students of varying degrees of ability. It also promotes cooperation among the several departments of the school. Outdoor productions of such legends as *Hiawatha* and *Robin Hood* are very effective, but the pageant which commemorates an important local event or deals with the history of the locality is most



effective. Local pageants should be the result of cooperative efforts of the school and the community. Performers should be drawn from the entire community. A script committee with a strong local-history sub-committee should prepare the libretto, and special music should be composed and arranged in the same cooperative fashion. Scenery and costumes will engage the attention of other groups, while the business side—budget, tickets, publicity, and promotion—will challenge the ability of the financial experts. These and other operations should be under the supervision of a pageant committee, whose chairman should be the director of the pageant and the final authority in all matters. If the pageant is a success it may become an annual event.

**Contests and Festivals.** The value of local, state, and national music contests has been called into question in recent years. In October, 1951, the contest committee of the North Central Association pointed out that the chief value of musical activities was in the benefit derived by the students. The committee questioned whether concentrating on a few students to produce top contest groups was not wasteful of teacher time and a detriment to the development of a sound music program both for the generalist and the specialist.<sup>1</sup>

All life is a blend of competitive and cooperative activities. There is nothing wrong with the idea of striving for excellence or superiority. The difficulty lies in the method by which the individual attempts to arrive at the top. If competition could be so regulated as to measure the results of musical performance accurately, taking into account all the variable factors which enter into musical performance, the results might be quite desirable. But the simple fact is that it is impossible to judge a musical performance in this way. Then again, in state and national contests students sometimes travel long distances to present their numbers and leave immediately afterwards, so that they do not derive the benefits of shared experiences that the festival gives.

Regional and state orchestras, bands, and choruses made up of choice players from a number of schools and led by outstanding conductors are of great value, as are festivals in which a number of schools play and sing for each other and in which each receives a written criticism by an expert or by a group of critic judges. Two outstanding band festivals which have eliminated the competitive feature altogether are those held at the University of Michigan, where approximately a hundred and fifty bands take part, and at the University of Pennsylvania, where about forty bands participate in a two-day festival which includes attendance at a football game and a performance at half time.

<sup>1</sup> "Recommendations of the Contest Committee of the North Central Association with Respect to Music," *North Central Association Quarterly*, Vol. 36, No. 2, pp. 210-211, October, 1951.

**School-Community Coordination.** Musical activities in the secondary school should not be allowed to die when the student graduates. As in dramatics the school must make sure that the activities so auspiciously begun and so successfully carried on in the high school shall be continued in adult life. Sponsors of school music organizations should also be active in community music. Students in high school should be encouraged to join church choirs and other community groups as their time permits. Seniors in high school should be invited to attend rehearsals of neighborhood vocal and instrumental groups and urged to become members. Those students who are destined for college should be urged to join the campus musical organizations, and the secondary school should inform college leaders of the interest and proficiency of new students. In this way secondary school sponsors can be assured that music will continue to be a vital force in the lives of their students.

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## CHAPTER 9

### *Club Programs*

**Enrichment and Supplementation.** A well-planned, well-organized, and well-administered club program in a secondary school will serve to enrich the classroom activities and also to supplement them. Clubs related to subject-matter fields are a natural extension of the school subjects. In a school in Philadelphia, Pennsylvania, a group of students in geometry were stimulated by their teacher to apply what they had learned to a survey of the school grounds. Interest thus engendered led to the foundation of the Euclideans, an organization in which students not only apply practically what they have learned in the classroom, but also have an opportunity to explore the profession of civil engineering. In another school students with a flair for creative writing banded together in a Scribblers' Club, in which they could have additional practice and the benefit of student and sponsor criticism. Students in a fashionable independent school for girls found enrichment for their problems-of-democracy course by forming a Social Service Club which worked in settlement houses and underprivileged neighborhoods after school and on Saturday. The request of a group of students of German in New Jersey for more practice in conversation resulted in a German Club encompassing singing, art, dramatics, lectures, the entertainment of German exchange students and teachers, visits to German restaurants, and attendance at German operas. A group of boys in a rural school in Maryland found considerable application for their instruction in chemistry in a science club which studied problems of rural sanitation.

On the other hand, as has already been shown, such activities as music, sports, publications, and dramatics, which at one time were not considered parts of the secondary school curriculum, have not only been admitted on an extraclass basis, but have become curricularized.

Such activities may be said to supplement the school offering. They usually grow out of the immediate interests and needs of the student body and of the community.

None of the activities mentioned above was forced upon students. All of them developed out of the interest of students in present-day affairs. All modify their programs constantly to meet current needs and problems. It is reasonable to conclude, therefore, that the three characteristics of a good club activity are:

1. Flexibility: the club should be sensitive to changing community conditions and to the needs of its members.

2. Immediacy: the club should seize upon contemporary problems and activities and assist students to participate in them effectively.

3. Interest: the club should appeal to the interests of its members. No club should be allowed to continue after the student interest has fallen below the level necessary for efficient operation.

Because of their informal nature and organization, school clubs possess a vitality which is often hard to maintain in the academic subjects, especially when they are conducted along traditional lines. While all the subjects and activities in the secondary school curriculum are calculated to contribute to a realization of the outcomes of secondary education, club activities contribute to their attainment in a unique way. The club, with its insistence on student-initiated and student-run activities, is especially valuable in encouraging self-realization and giving practice in exercising civic responsibility and developing human relationships.

Fads. If the secondary school accepts the thesis that one of its responsibilities is to provide experiences in wholesome present-day living, it will from time to time admit activities of passing or temporary interest. While the admission of such activities is compatible with good practice, there is a danger that these activities, after once being incorporated into the school program, will become entrenched and traditional and will remain long after their period of usefulness has passed. It is for this reason that many student councils insist on a one-year probationary period for all clubs before they are granted charters.

### CLUB ORGANIZATION

Although the key to effective club operation is found in flexibility and informality, certain fundamental rules and regulations are essential to good order and efficiency. These rules are usually set forth in a club constitution, a document which should be simple and brief. It should follow a simple model, such as is indicated below, and should be adopted quickly at the second or third meeting of the organization. Some groups fall into the fatal error of devoting so much time to developing an exact statement of organization and objectives that student interest is lost long before the activity for which the group came into being has got under way.

A simple club constitution should contain the following articles and sections:

- I. Name
- II. Purpose
- III. Membership
  - 1. Qualifications
  - 2. Application for membership
  - 3. Election to membership
- IV. Officers
  - 1. Titles of officers
  - 2. Qualifications of sponsor
  - 3. Election of officers
  - 4. Qualifications and duties of officers
- V. Dues
- VI. Conduct of meetings
- VII. Amendments
- VIII. Bylaws
  - 1. What constitutes a quorum
  - 2. Standing and special committees
  - 3. Executive committee
  - 4. Sponsor, or principal, member of all committees *ex officio*
  - 5. Exclusion of members
  - 6. Rules of order for conduct of meetings
  - 7. Amendments to bylaws

A regular period should be provided at club meetings for the conduct of necessary business. Club business meetings should be well planned and short, and should deal only with such pressing matters as require group discussion and decision and cannot be taken care of by committees. On an average not more than 10 per cent of the club period should be devoted to the formal business meeting.

Much of the success of the club will depend upon the enthusiasm and the leadership, often indirect, of the club sponsor, who should be selected by the consent of a majority of the club members whenever possible. It is essential that the faculty adviser have a thorough knowledge of the activity he sponsors and the confidence and enthusiastic support of the membership. The sponsor's place is on the fringe of the activity, where he is on call when needed. Calling the plays from the side lines should be just as illegal in the mathematics club as it is in the championship football game.

## THE CLUB PROGRAM

Clubs in the secondary school have been variously classified, notably by Fretwell,<sup>1</sup> McKown,<sup>2</sup> and Reavis and Van Dyke.<sup>3</sup>

Activities that possess the vitality and spontaneity of clubs can scarcely be classified in specific categories. Yet these classifications are helpful in (1) showing the relationship of the clubs to the rest of the school program, (2) giving a complete picture of the school club program for supervisory and administrative purposes, (3) pointing out the degree of emphasis and balance in the club program, (4) acquainting students and their parents with the extent and variety of the program, and (5) guiding student selection of club activities. For purposes of this discussion the following classification is offered:

1. Knowing clubs: these clubs are most closely related to the traditional school subjects. They are primarily concerned with the acquisition of information and appeal largely to the intellectual interests of the students.

2. Doing clubs: these clubs are related closely to the special subjects, such as shop, home economics, arts, and crafts. They are primarily concerned with the acquisition of skills. In this group are included such miscellaneous activities as would fall into the categories of party games, recreation, and hobbies.

The literature in the field is replete with lists of hundreds of clubs against which a secondary school can measure the extent and variety of its program. However, no club should be included solely because most schools or neighboring schools have it. Some successful clubs which are commonly found in secondary schools are described below.

**Knowing Clubs. Science Clubs.** In small schools a general-science club can plan activities to appeal to the varying interests of its members. Those who are studying the branch of science with which the activity deals should be made responsible for planning and directing the activity, while other members should participate for the purposes of appreciation and exploration. As the membership of the group increases it may become advisable to establish a number of chapters for concentration on special interests, such as forestry, ornithology, astronomy, or chemistry

**Language Clubs.** Language clubs are most frequently organized in secondary schools to fulfill one or more of the following functions: (1) exploration, (2) motivation, (3) additional help, (4) development of ap-

<sup>1</sup> E. K. Fretwell, *Extra Curricular Activities in Secondary Schools*, Chap. 1, Houghton Mifflin Company, Boston, 1931.

<sup>2</sup> H. C. McKown, *School Clubs*, The Macmillan Company, New York, 1929.

<sup>3</sup> W. C. Reavis and G. E. Van Dyke, "Non-athletic Extra-curriculum Activities," *National Survey of Secondary Education Bulletin* 17, 1932, Monograph 26, U.S. Government Printing Office, Washington, 1933.



preciation and understanding of the manners, customs, history, and art of other nations.

Language clubs whose activities in the language itself consist of elementary conversation through the use of idiomatic expressions, and whose main emphasis is upon the people, their homes, customs, dress, occupations, and literature (in English translation), have great value in developing appreciations and for giving students exploratory experiences.

Some language clubs supplement the formal work of the classroom by providing for free activity not related to college-entrance or graduation requirements. Plays, conversations, jokes, and riddles in the language, as well as pictures, songs, dances, and stories about the land and its people, add interest. Language clubs should also be closely integrated with class-work and activities in the social studies.

Latin clubs, or classical clubs as they are called in many independent schools, study the life of the ancient world through songs, stories, pictures, language games, and dramatics. Much interest is engendered by showing the influence of Latin and Greek on present-day language and on social and political institutions.

Language activities which are designed solely for coaching students should be considered as part of the formal classroom instruction and should never be designated as clubs.

*Mathematics Clubs.* Mathematics clubs are organized for amusement and the benefit of those who are especially interested in mathematics. Additional problems not included in the regular course are discussed. Better than average ability is required of members, and occasionally certain courses are considered as prerequisites.

The Math Wrinkles Club is usually open to students without much previous training in mathematics. Activities include short methods, tricks with numbers, and mathematical riddles.

The Surveying Club tries to make practical application of theories studied in geometry and trigonometry. Favorable weather finds members out of doors with surveying equipment, while cold and inclement weather finds the club indoors discussing problems of surveying and civil engineering.

Accounting clubs grow out of special interest in classes in commercial arithmetic and a desire to serve the school. General problems of accounting and specific problems of financing student activities are discussed, and much time is spent in participation in the financial affairs of the school.

*Social-studies Clubs.* Social-studies clubs use historical, biographical, descriptive, and problem approaches in setting up their activities. Such clubs as Heroes of History, History of Art, History of Music, Famous Inventors, Comparative History, Historical Novels, and Sons and Daughters of Connecticut are historical and biographical. Individual and group re-

ports, readings, slides, motion pictures, recordings, and dramatics are used to convey the desired information. On the other hand, the World Affairs Club and the Junior Town Meeting use the forum approach. Know Your City, Town Beautiful, and Your City Officials clubs use interviews, field trips, and discussions. Travel clubs such as Beautiful Pennsylvania, Our National Parks, and The Wide, Wide World carry on their programs through the use of motion pictures, lectures, and interviews. Veterans and new citizens can give vivid descriptions of foreign places, replete with anecdotes of personal experiences. Stamp- and coin-collecting clubs may be classified here as well as with hobbies, because the stamp or coin is usually the motivation for an intensive study of the country from which it came, or of the person or event that it commemorates.

*Literature Clubs.* The literary club, found in many independent schools, is of long standing and has multiple purposes. In the large modern high school these purposes find expression in a number of clubs, important among which are those which deal with the appreciation of literature. Sometimes these clubs, like the Pickwick Club or the Shakespeare Society, devote themselves to the study of one author. Others, like the Contemporary Novel Club, Sherlock Holmes Club, Current Magazine Club, and Poetry Club, have a wide appeal. An interesting variation of the reading club is the Read while You Sew Club, in which one member reads a popular book while the rest sew.

With the development of mass media of communication, such as radio and television, it is important to develop standards of taste and selection. Reports of home listening and viewing, reading of current radio-television magazines, group listening and viewing, and discussion are among the club's activities.

*Guidance Clubs.* The only kind of guidance compatible with the ideals of democratic education is self-guidance. To be successful in his choices the individual must (1) gain adequate information and experience, (2) be willing to seek the advice of others, (3) be able to analyze information in terms of his own strengths and interests, (4) suspend judgment and action until he has sufficient data, (5) have courage and persistence in carrying out his decisions, and (6) be willing to modify his first decision in the light of new evidence.

Much of the guidance work of the school will be carried out by the home-room adviser and the counseling staff individually or in small intimate groups. These activities may be supplemented by guidance clubs of an informative nature.

A successful club for group guidance is the Working World Club. By means of motion pictures and lecture demonstrations by representatives of local industries the club attempts to (1) acquaint students with some

of the world's industries and occupations, (2) provide a knowledge of industrial processes and working conditions, (3) foster a respect for the dignity of all kinds of labor, and (4) inform students of the physical, mental, and educational requirements for success in various occupations.

If the school is located in or near an industrial community a Know Your City's Industries Club can be successful. Whenever scheduling permits, visits to local industries should alternate with club meetings for discussion, review, and preparation for future visits. The sponsor and possibly one or two club members should invariably visit the plant beforehand to plan a trip which will include the most interesting and significant operations and present a complete picture of the industry.

Orientation clubs are found in many large secondary schools and often bear the name of School Spirit Club, School Forums, or Know Your School Club. In some schools the club is considered to be curricular because it is required of all new students, but it bears no credit. Its objects are (1) to welcome new students to the school, (2) to acquaint them with the physical plant, (3) to inform them about the rules and regulations of the school through graphic presentations, (4) to develop school spirit by teaching songs and cheers, (5) to pass on worthy traditions, (6) to acquaint them with the curricular offering through student demonstrations, and (7) to acquaint them with student activities through student programs.

Personal economics clubs give members an opportunity to study the theories and methods of budget making, the fiction of the advertising label, and investments and taxes. Various marketing associations, investment concerns, and insurance companies will furnish printed materials and speakers.

*Museum Clubs.* Schools located in or near big cities often include trips to museums in the regular classroom program of both elementary and secondary schools. The treasures and exhibits are usually so extensive in museums that they deserve more intensive study than a few brief trips will permit. Many secondary schools organize museum clubs whose members make frequent visits to museums to examine the exhibits and to attend lectures. General museum clubs will include visits to all types of institutions: art, archeological, commercial, historical, mechanical, and scientific. Other clubs concentrate on one field and study intensively the museum collections related to it. Museums themselves frequently carry on extensive educational programs which are closely coordinated with the public and independent schools. In addition to an active program for the schools of Philadelphia, the University Museum of the University of Pennsylvania has a unique program for training junior guides. Boys and girls receive points for locating, identifying, and describing objects

in the museum. There are several preliminary stages before the title of junior guide is conferred. Appropriate insignia mark each class of membership.

When it is impossible to visit museums with any degree of frequency, schools often set aside a room as a museum where permanent exhibitions of local historical significance and loan exhibitions from state and national institutions are housed.

**Doing Clubs.** For convenience we shall consider doing clubs under the following headings:

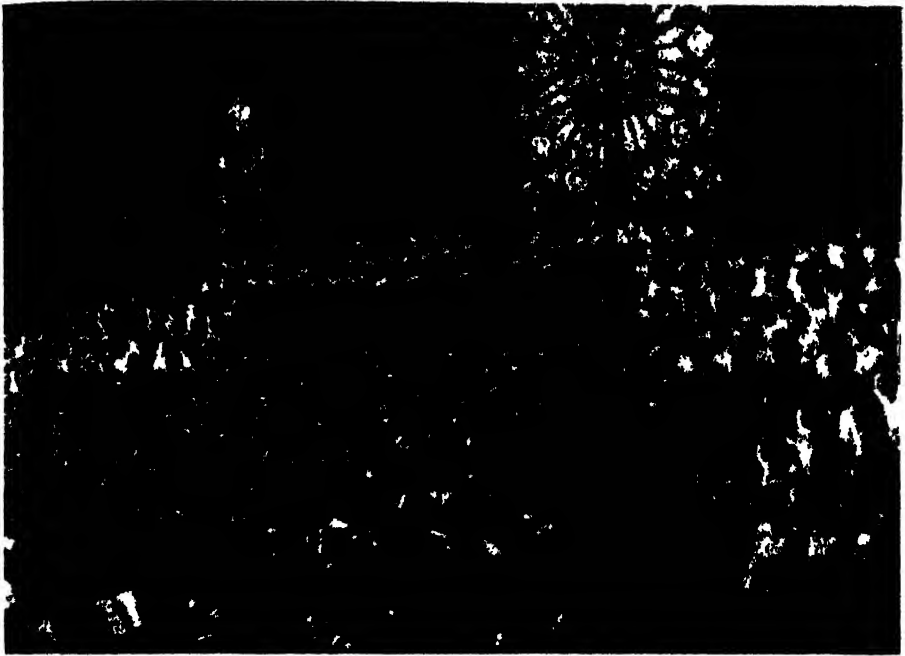
**Homemaking Clubs.** Successful home life depends not only upon mutual affection, understanding, interests, and aims, but also upon a willingness to share responsibility for the many undifferentiated activities connected with family living. The modern secondary school program makes provision for the acquisition of skill in these activities. The Tinkering Club for boys is held in the general shop and gives practice in performing such simple repairs as mending china, repairing spigots, and reconditioning furniture. Skill in upholstering, house painting, and paper hanging are developed. Some schools make this club coeducational.

Sewing clubs, usually for girls, include mending, art needlework, knitting, crocheting, and making rag rugs. Cooking clubs are popular among boys and girls. Activities include pastry and candy making, baking, home cooking, party cooking, and preparations of fancy desserts, salads, and soups; a study of diets and menus; cooking for invalids; and outdoor cooking.

Fashion clubs study the latest styles, appropriateness of dress, quality of fabrics, and color combinations; they apply this knowledge to the making of clothing, from simple house dresses to elaborately tailored coats and suits, depending upon the skill of the members. Care of clothing is also included. A version of this club for boys is known as the Tailoring Club.

Child-care clubs are designed for those students who do not include home economics among their classroom subjects. If coordinated with the homemaking department of the school and with health and welfare services of the community, such clubs can render a distinct service and can give valuable experience to their members. A baby-sitting service is sometimes organized as an adjunct to the club.

**Shop-project Clubs.** Many projects can be carried out in a school with well-equipped shops. Clubs of this type should be open to the nonspecialist as well as to those who wish to extend their trade training courses in a practical way. Radio building and repair and stage lighting are natural outgrowths of the electric shop, just as scenery making and other kinds of stage carpentry are related to the woodshop. An attempt should be made to provide skill in the use of different materials in carrying out



Christmas concert by combined choirs, Winnetka Illinois



Reading High School band steps out at a University of Pennsylvania Secondary School band day.



The tuckle Upper Dabv Senior High School Upper Dabv Pennsylvania



Varsity hockey at George School, Newtown Pennsylvania George School is a boarding school for boys and girls conducted by the Society of Friends

projects. Students who wish to make something for their own use which requires special materials not usually supplied by the school usually provide it themselves. Toms River, New Jersey, High School has extended its vocational-education classes to the construction of units of the school building, several of which have been completely built by the students.

*Service Clubs.* Many schools make much of the idea of service, both in school and in the community. Some clubs sew for charity, relief, and hospitals and work through the Red Cross and the council of social agencies. Others mend broken toys for orphanages and children's hospitals. Welfare clubs set up campaigns to provide Thanksgiving and Christmas baskets; and their members also engage in entertainment, letter writing, and reading for the blind, the aged, the infirm, and the shut-in.

Students with green thumbs find interest in garden clubs, which divide their activities between caring for plants indoors and maintaining the school grounds and gardens. Commercial students often form office service clubs to run the mimeograph machine and to help with the general office work of the school. A building-maintenance club can be very valuable in taking care of minor repairs around the school. Audio-visual-aids club members maintain and operate projectors, recorders, and other mechanical devices. Independent school "house committees" are in charge of keeping the house or dormitory clean, seeing that the beds are made, taking care of service in the dining room, and maintaining a high standard of manners and social conduct.

*Creative-arts Clubs.* Creative-art activities are designed (1) to develop proficiency in the use of art media, (2) to assist the student to develop avenues for self-realization, and (3) to enhance the student's appreciation of art. Students who have become familiar with the characteristics of each art medium and who have tried to apply the principles of composition themselves are better able to appreciate these qualities and principles in the works of others. Work in the crafts especially causes the individual to exercise great care and precision and to give much attention to detail. Members of art clubs must be made to realize that much of their work, especially in the graphic arts, is of an exploratory nature. There is no more reason for cherishing this work than for framing homework papers.

Allied to graphic-arts clubs are silhouette and photography clubs, which apply many of the principles of art without the use of pen, brush, or pencil. Outdoor sketching, still life, imaginative landscapes, design, and figure drawing make up the activities of graphic-arts clubs. Students should be encouraged to take their sketchbooks to the gymnasium, the dancing club, the playing fields, the lunchroom, and wherever students are engaged in activities. After school, weekends, and holidays should find art-club members sketching in fields and forests, on the water, at the zoo, in the home, the store, the factory—wherever there is an inter-

esting object, person, animal, or scene to observe and to record. Pen, pencil, water color, oil, and pastel are the most popular media. Some art clubs also specialize in block printing, silk-screen printing, lithography, and etching.

Mural clubs have become very popular. Students decorate auditoriums, hallways, and lunchrooms with large panels. Student work should never be painted directly on the walls, but should be painted on large paper or cardboard panels which can be removed after a while. Student work is timely and topical. It should never be considered as permanent.

The Young Advertising Artists Club is interested in lettering and poster making. The services to the school can be invaluable if the club is closely coordinated with all the other parts of the school activity program.

Crafts clubs include sculpturing, modeling, jewelry making, lacemaking, batik, art metal work, weaving, basketry, leathercraft, and stained glass. While the principal purpose of these activities is to bring art to the many they give the sponsor a chance to discover the student of unusual ability and imagination who should be urged to consider art as a career.

*Hobby Clubs.* While many of the activities described above may be considered to be hobbies, we are here using the term to include such activities as making collections, checkers, chess, card games of various types, party or parlor games, and indoor sports such as table tennis and darts. Care of pets, gardening, hunting, fishing, canoeing, and other similar activities may also be included.

There is possibly no other part of the school program which offers so rich and varied an opportunity for self-development and group participation as clubs. Some writers have predicted that the whole program of the secondary school will be so completely integrated that a discussion of clubs will be superfluous. It is the opinion of the present writer that it will be a sad day when everything in life and education is carried on with grim determination and purpose, and that we shall lose more than we gain if we take the temporary and personal characteristics out of clubs and the chance to pursue them just for fun.

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## CHAPTER 10

### *Health, Physical Education, and Recreation*

#### THE HEALTH PROGRAM IN THE SECONDARY SCHOOL

Good health is an essential of social and business success not only for the individual, but for the entire nation as well. Even with the current interest in safety and in improving the national health, millions of persons are incapacitated daily by illness or accident. Much of this temporary distress and slowing down of daily work can be avoided by training in and exercise of proper health and safety habits. There is no more necessary activity, and possibly no older form of education, than that which deals with the body and its maintenance in a state of vigor and health. Without a sound body even the most gifted intellect is at a disadvantage. Each student should receive the knowledge and skill necessary to maintain his own health and that of the community at the highest possible level. The school and the community should therefore provide students with:

1. Information about maintaining personal and community health and safety
2. Safety devices and guards at all places where accidents are likely to occur
3. Practice in the exercise of health and safety habits
4. Opportunities to develop physical fitness
5. A program of games and other types of physical recreation

The development of an adequate health program is a shared responsibility involving not only the department of health, physical education, and recreation, but also the departments of home economics, science, and social studies and the school's health and medical services. Most effective in the development of this program are the extraclass activities, with their emphasis on doing.

**Health Clubs.** First-aid clubs are extremely popular. Some schools prefer to conduct separate clubs for boys and girls. Activities include readings, talks, demonstrations, and practice. Local Red Cross units and the scouting organizations are most helpful in carrying out these activities. Safety clubs include training safety guards and assigning them to duty. The club

members study the reasons for accidents and how to prevent them. They plan safety campaigns and carry out their duties in the interest of the secondary school students.

Public-health clubs study the general well-being of the neighborhood by visits, discussions, and interviews with public-health officials. Their influence on the general improvement of community health and well-being can be of considerable importance. When family health and child care are not included in hygiene or home-economics classes, they may be considered in the public-health club.

An activity which seems to be growing in popularity among high school boys is weight lifting. In the high school this activity should be carried on exclusively for the development of bodily health and coordination and is therefore included here rather than under competitive activities or recreation.

All these activities should establish health habits and standards, emphasize acts rather than knowledge, instill a practical knowledge of the importance of cleanliness, sanitation, exercise, fresh air, food, rest, and sleep and of the cause and prevention of preventable diseases, build ideals of health, beauty, and service for the school and community that will make for happier living, and establish the responsibility for personal and community health.

## PHYSICAL EDUCATION

A good program of physical education should:

1. Guarantee sports activities for all students according to abilities and needs
2. Be conducted under competent faculty supervision
3. Include individual and team games which have carry-over value in adult life
4. Encourage good sportsmanship
5. Provide activities rich in development of character training and good citizenship
6. Provide activities in progressive steps of difficulty
7. Be adapted to the psychological and physiological development of the student
8. Provide opportunities for boys and girls to play together
9. Provide a basis for understanding and appreciating spectator sports
10. Provide activities suited to community needs

Physical-education activities may be conveniently grouped into (1) interscholastic sports, (2) intramural sports, and (3) sports and game clubs.

*Interscholastic Athletics*

One of the most widely discussed parts of the activities program is interscholastic competitive athletics. When football and basketball are considered in the light of the expensive stadiums and gymnasiums constructed for these sports, when the enormous amount of promotion and newspaper publicity is taken into account, together with the concessions, the gate receipts, and the buying of athletes, even by prep schools, it is hard to believe that these so-called sports are part of a secondary school health program, and not a commercial enterprise for community publicity and only in some way remotely connected with the school itself. The commercialism in high school football is probably an imitation of the practice in many colleges, where the alumni have seized upon this popular fall sport to publicize the school and to attract students to it. The necessity for doing this does not exist in the public secondary school.

Those who oppose interscholastic athletics advance the following accusations:

A competitive interscholastic athletic program

1. Encourages professionalism
2. Permits commercialism and gambling
3. Stresses winning rather than playing the game
4. Takes the play element out of sports
5. Encourages irregular practices
6. Develops jealousy
7. Gives specialized training to the few at the expense of the many
8. Is dangerous—some pupils overexert and receive permanent physical injuries
9. Takes over and runs the school
10. Occasions unnecessary danger and difficulties which may occur when groups of students travel considerable distances

Although all these accusations have an element of truth in them they by no means apply to every school and to all competitive athletic programs. There is no reason why a competitive athletic program, properly regulated, integrated into the total school's activities, and paralleled by a full intramural program, cannot be a highly desirable activity. Proponents of interscholastic sports offer the following list of benefits to be derived from them:

An interscholastic or interacademic sports program

1. Develops self-confidence, aggressiveness, determination, self-control, courtesy, and loyalty
2. Develops responsiveness to group discipline, respect for rules, self-discipline, and the ability to win or lose graciously
3. Forms lasting friendships, faith in coaches and fellow players

4. Develops wholesome attitudes, both individual and social
5. Affords an opportunity to develop physical powers to their fullest extent
6. Encourages the improvement of one's performance by means of mental alertness and coordination of mind and body
7. Provides opportunities for the development of cooperation, resourcefulness, perseverance, sportsmanship, initiative, unselfishness, and leadership
8. Gives an opportunity to participate in an activity which parallels many later life experiences
9. Sets up play experiences which tend to make one more friendly, interesting, and human and which increase the player's circle of friends and acquaintances
10. Provides the opportunity for traveling, visiting other towns, and getting acquainted with other types of people
11. Opens the door to such vocational opportunities as coaching
12. Makes it possible for many players to go to college on an athletic scholarship
13. Promotes school spirit
14. Keeps participants in school
15. Develops community interest, enthusiasm, and support for the school
16. Supports the entire school sports program

The most popular interscholastic sports are basketball and football for boys and hockey and basketball for girls. Baseball, track, and soccer are next in popularity among boys, followed by wrestling, tennis, squash, swimming, fencing, and crew. Golf, bowling, boxing, rifle range, and lacrosse are often included. Girls' sports entered in interscholastic or inter-academic competition also include bowling, lacrosse, swimming, softball, tennis, golf, and archery.

Important parts of the spectacle of interscholastic football and basketball are the marching band and the cheer leaders. The drilling, maneuvering, baton twirling, and tumbling of these groups are often under the direction of a member of the department of physical education. The half-time performance of these groups is often as great a factor in swelling gate receipts as is the playing of the football team. It is suggested that the school board subsidize these activities and put them under the direction of full-time, fully qualified members of the school staff. In this way the school board, through its secondary school principal, will be able to keep them under control.

Some school districts extend competitive athletics into the junior high and even the elementary schools. Supporters maintain that it provides a long and gradual training in necessary skills, gives the boys the thrill

of participating in grown-up sports, and gives the high school coach a chance to scout material for his teams.

Most educators, however, feel that young boys do not have the strength, stamina, or coordination required for scholastic competitive sports and recommend touch football and soccer played in intramural leagues.

**Regulatory Organizations.** The greatest number of irregularities in interscholastic athletics occur in football. Fortunately the control of athletics by the school authorities, rather than by alumni, fraternity, and neighborhood groups, and the eligibility laws of national and state councils have been successful in reducing them.

The work of the members of the National Federation of State High School Athletic Associations and of the several state interscholastic athletic associations cannot be too highly praised. Conversant with all the evils of interscholastic competition mentioned above and with many others, these men are attempting to eliminate as far as possible the irregularities of interscholastic competition and to bring about a fairer and more wholesome program through the publication of annual handbooks and monthly newsletters; the certification of coaches, officials, and teams; and the setting of standards and rules.

Since its inception in May, 1920, the National Amateur Athletic Federation has grown to an association representing the great majority of state athletic associations from every section of the United States. It is chiefly concerned with proper adherence to eligibility rules, adapting sports to the high school student, experimentation in order to improve sports, publication of rules, promoting an ever-increasing growth of a type of interscholastic athletics which is educational in both objective and method and which can be justified as an integral part of the high school curriculum, and protecting high school boys from exploitation for purposes which have no educational value.

**Current Standards.** Current standards agreed to by most educators are as follows:

#### *For Boys*<sup>1</sup>

(1) Boys should be physically fit; (2) they should be protected against injury; (3) they should be well matched as to age or maturity; (4) they should be loyal to their school team; (5) they should belong to similar grade levels; (6) they must maintain their amateur standing; (7) they should attain an acceptable attendance and scholastic record; (8) they should not be permitted to change schools for the purpose of athletic participation; (9) they are to be coached by certified secondary school teachers. Most state athletic associations also specify that there be a preliminary conditioning period of training for each boy, that

<sup>1</sup> John K. Archer, "What Are Acceptable Standards for Interscholastic Athletics?" *Bulletin of the National Association of Secondary-school Principals*, Vol. 33, No. 163, p. 188, May, 1949.

a maximum number of games be played in any one sport, that games be restricted to a definite season and that no post-season games be played, and that the playing rules of the game be adapted to the needs, interests, and abilities of the boys, that officials meet minimum standards of performance.

### *For Girls <sup>2</sup>*

The National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation has set forth the desirable practices in athletics for girls. Several states in keeping with these recommendations provide only for girls' intramural, play day, or sportsday athletic activities and no games are held in connection with boys' games. Emphasis in girls' sports is on the participation of the many in a wide variety of activities with special emphasis upon safeguards to health and safety. All girls' games should be coached and officiated by qualified women. The purpose of the National Section is "to encourage and promote athletic programs for girls in the belief that these activities contribute to the total fitness, enjoyable use of leisure time, and the development of the most desirable and attractive physical, mental, and social qualities of womanhood."

For interscholastic competition the state associations joining together in the National Federation have agreed: <sup>3</sup>

(1) there shall be no national high school championship competition; (2) that exploitation in exhibition or all-star contests is to be exposed, (3) that solicitation or proselytizing by college or professional representatives is to be discouraged, (4) that games should be conducted between schools of similar size within a natural neighborhood, but whenever state boundaries are crossed, approval of each interested state association is to be secured through the Office of the National Federation: (a) if two or more schools participate in an interstate meet, (b) if the round trip travel distance is more than 600 miles, (c) if the interstate contest is sponsored by an individual or organization other than a member high school.

National and state committees are also interested in developing a sound philosophy of physical education. In 1947 a joint committee of the American Association for Health, Physical Education, and Recreation and of the National Federation cooperated to formulate the following "cardinal principles of athletics," which Archer summarizes as follows: <sup>4</sup>

To Be of Maximum Effectiveness, the Athletic Program will

1. Be a well-coordinated part of the secondary school curriculum.
2. Justify the use of tax funds and school facilities because of the educational aims achieved.
3. Be based on the spirit of amateurism.
4. Be conducted by secondary school authorities.

<sup>2</sup> *Ibid.*, p. 187.

<sup>3</sup> *Ibid.*, p. 188.

<sup>4</sup> *Ibid.*



5. Provide opportunities for many students to participate in a wide variety of sports in every sports season.
6. Eliminate commercialism and professionalism.
7. Prevent all-star contests or other promotional events.
8. Foster training in conduct, game ethics, and sportsmanship for participants and spectators.
9. Include a well balanced program of intramural sports.
10. Engender respect for local, state, and national rules and policies under which the school program is conducted.

**The Athletic Association.** The athletic association has three principal functions: (1) to promote community interest in and good public relations with the school through the interscholastic sports program, (2) to encourage student participation and support of school teams, and (3) to administer the school's athletic program.

The association membership is made up of students, faculty, administrators, alumni, and townspeople who support the athletic program through the purchase of tickets.

The athletic council is the policy-making group of the association. Its membership includes the faculty sponsor of the athletic program, representatives of the student body—usually chosen from home rooms or classes—and representatives of the major sports. The athletic councils of many senior high schools, academies, and colleges frequently include representatives of the alumni and of the board of trustees among their members.

The athletic council is responsible for developing the interscholastic or interacademic sports schedule for both boys and girls in both major and minor sports. (1) It must be careful to preserve the standing of the school in local, state, and national athletic associations; (2) it must certify the eligibility of the players; (3) it must secure officials; (4) it must assume responsibility for the conduct of sports events, ticket takers, concessionaires, guards, and other workers connected therewith; (5) it must secure and maintain the necessary regulation equipment, and (6) especially in independent schools, it must assume responsibility for financing the program and sometimes for maintaining the playing fields and gymnasium.

Much of the work of the athletic council is carried on through an executive committee of five to seven members, and in large organizations the director of interscholastic sports and his staff devote full time to the program.

### *The Intramural Program*

**Advantages.** A program of intramural sports makes it easier to offer an extensive range of activities designed to meet the varying needs, interests, and abilities of students. It avoids the commercialism of interscholastic competition, with its emphasis on winning teams and harmful publicity

for individual players. It simplifies administration and removes the risk of accident when students go on trips. It puts the emphasis where it belongs: on recreation and physical development.

**General Principles.** The most important aim of an intramural sports program is to arrange for students to play together. The following general principles should be considered in establishing and conducting the program:

1. The objective of serving all the students must not be lost in the extreme athletic practice of serving only a few. Intramural athletics are for every student in the secondary school. Since not all students are physically able to participate in the same sports or are equally skillful, a wide variety of intramural sports should be included, and groups of varying degrees of skill should be formed. There should be a wide variety of interesting, stimulating, and wholesome sports.

2. Emphasis should be placed on developing resourceful individuals without regimentation. Many students should find a place on the staff of the intramural athletics director, and activities should be planned to develop leadership and sportsmanship on the part of the students and to conserve the physical director's time.

3. The size of the intramural groups should be small enough to ensure the fulfillment of the objectives of the group. Intramural units should be small enough so that each member of the group will have a chance to participate in the program at frequent intervals, yet it should be of large enough size so that the group can form a team.

4. The program of intramural athletics should concern itself with the effect of the activity on the individual. Intramural athletics are for the enjoyment and for the health and physical development of the individual students. Students should be required to undergo periodical physical examinations to determine their fitness to participate in intramural sports, and they should be required to undergo a certain training or conditioning period before being allowed to participate.

5. Intramural athletics should be organized as an all-year-round program. A fall, winter, and spring program, each offering a variety of sports, will increase and sustain interest.

6. A carry-over into adult life should be carefully planned for and fostered in intramural sports. Individual sports such as tennis, golf, and swimming can be engaged in with equal enjoyment both while the student is in school and when he becomes an adult.

7. The program of intramural athletics should be a regular part of the school's health and physical-education program. The practice of running the program of intramural sports as an extra and not as a regular, co-ordinated part of the school program has proved to be not only extravagant of funds, but wasteful of time and effort.

**Organization.** Although attempts have been made to place the responsibility for the organization and administration of the intramural athletic program entirely in the hands of students, the most successful method of administration has been found to be under joint faculty and student control. The sponsor of the organization should be a responsible member of the faculty possessed of unusually high moral character, enthusiasm, initiative, originality, and tact. He may be the director of health and physical education, a teacher of physical education, a coach, or another teacher whose training and enthusiasm for sports especially qualify him for the position. The intramural-athletic student board functions under his direction and close supervision. This board will be made up of members from each of the classes or from the three upper classes. At the head of the student board will be a senior manager, who will be appointed by the faculty sponsor or director, or who will be elected by the members. The importance of the senior manager's position cannot be overestimated. To him will fall the great burden of carrying out the intramural program. This position offers a splendid chance for training in leadership. He will be responsible to the faculty director, with whom he will plan the program and whom he will consult in regard to matters of policy and any difficulties of administration. The senior manager will have charge of scheduling games, notifying teams of their game assignments, promoting publicity, assembling data about contests, and assigning duties to other members of the board. He will be assisted in carrying out the administrative duties of his office by members of the senior and junior classes, while the members of the lower classes will be assigned duties as officials, timekeepers, and scorekeepers.

The intramural athletic student board is known by various names, the Athletic Council being among the most popular. Membership in the board is determined in several different ways:

1. By home room. Each home room elects a representative to the athletic council.
2. By class. Usually a greater number of representatives are elected from the senior and junior classes. In some cases freshmen may listen and report to their classes, but may not vote.
3. By sports. Representatives are sent to council to represent each sport or other activity engaged in by the students in the intramural program. In some instances the number of representatives for each sport is determined by the number of students engaged in it.
4. By tryouts or examinations. This method, which is often used in large collegiate institutions, sometimes works successfully in the high school. Freshmen and sophomores try out for places on the staff as timekeepers, scorekeepers, and officials. Written examinations, interviews, and past experience are considered for these temporary appointments. A careful

record is kept of each student's activities, and points are awarded according to the number of events in which the student has participated and the degree of efficiency and success with which he has carried out each assignment. The most efficient and dependable students are elected junior managers. Some schools require that junior managers be elected from the junior and senior classes only. The senior manager, whose duties are often greater than those of the faculty adviser, although his responsibilities are not so great, is a member of the senior class and is the student who, besides having the qualities of leadership, tact, and initiative, has the greatest number of points to his credit for participation in the activities of the athletic council during his previous school career.

*Duties of the Managerial Board.* The student board of managers—that is, the intramural athletic council—should be charged with certain specific duties, not the least of which will be keeping the students informed of the opportunities for participation open to them through the intramural sports program, and of the various events as they take place. The Fairmount, Illinois, High School charges its student board with the following activities which are especially applicable to small schools:

The Board decides

1. The equality of club members
2. The program and sequence of sports
3. Method of filling vacancies. If on the date of a scheduled contest, a club has insufficient members for a team
  - a. The opposing president appoints a member of another club to fill the vacancy
  - b. A member of the team is withdrawn to equalize the number of competitors
4. Appointment of officials. One of the requirements for upper classmen in physical education is officiating in at least two intramural games
5. Settlement of controversies that may arise
6. Selection of trophies, a cup or banner for club champion
7. Officially declaring the three individual high point winners on the basis of the senior intramural president's record

**Scheduling.** Many schools find that they are hampered in carrying out a full program of intramural athletics by lack of space and time. It is suggested that an extra period be added at the end of the day or that the program be carried on immediately after the close of school.

At this time all students are free so that there can be no conflict in schedules. Officials are more readily available; building and field space are not being occupied by regularly scheduled curricular activities. Lucky indeed is the school with more than one gymnasium and with ample fields and play space in the immediate vicinity of the school. Afternoon hours

are preferred to evening hours by many because students and teachers do not have to return to school after dinner and because the school does not need to be reopened in the evening. Heat, light, and janitorial service can be better conserved by continuing the school day for an hour or so after the regular program than by reopening the school in the evening.

Of the many methods of scheduling intramural athletics, the most popular seems to be the round robin because it makes it possible for every team to play every other team, thus making sure that good teams are not eliminated because they have played only with good teams and that poor teams are not retained because they have played only poor teams. It also provides for longer and more varied participation and prevents a team from being eliminated after its first game.

**Program of Activities.** A wide program of activities should be offered. Programs will vary according to number of students, school facilities, and interest and abilities of students and staff. The following list of activities will suggest others.

#### Activities for the High School Boy

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Cross-country	Basketball	Baseball
Touch football	Badminton	Golf
Speedball	Boxing	Horseshoes
Playground ball	Wrestling	Playground ball
Tennis	Swimming	Swimming
Golf	Volleyball	Tennis
Football field meet	Bowling	Track and field
Swimming	Foul shooting	Volleyball
Volleyball	Handball	
Soccer	Squash	
	Table tennis	
	Skating	
	Ice hockey	
	Skung	
	Indoor track	
	Relay carnival	
	Water polo	

#### Activities for the High School Girl

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Archery	Badminton	Archery
Deck tennis	Basketball	Deck tennis
Fieldball	Bowling	Fieldball
Field hockey	Deck tennis	Field hockey
Golf	Fencing	Golf
Playground ball	Foul shooting	Horse shoes
Soccer	Handball	Playground ball

<i>Fall</i>	<i>Winter</i>	<i>Spring</i>
Speedball	Shuffleboard	Soccer
Swimming	Skating	Speedball
Tennis	Skiing	Swimming
Volleyball	Swimming	Tennis
	Table tennis	Track and field
	Volleyball	Volleyball

SOURCE: Arthur A. Esslinger and Edward F. Voltmer: *The Organization and Administration of Physical Education*, p. 265, F. S. Crofts & Co., New York, 1938. Used by permission of Appleton-Century-Crofts, Inc.

**Grouping Students.** The most popular ways in which students are grouped for intramural sports are by grades, physical-education classes, weight, height, age, skill, and home rooms. In boarding schools houses, dormitories, and social clubs sometimes organize teams. Almost twice as many schools group students according to grades than according to physical-education classes. There seems to be a slight advantage to the latter classification over the grade classification. Physical-education classes are usually grade groups, but they have the additional advantage of being regularly scheduled so that it is sometimes possible to play off intramural games in regularly scheduled periods. Some schools assign students to teams upon entering school. Shady Hill Academy in Pittsburgh, Pennsylvania, has two Indian tribes: the Blackfoot and the Mohawk. Upper Darby, Pennsylvania, Senior High School uses its school colors and assigns students alternately to the purple or gold team upon registration. The students remain loyal to this color until the day of graduation, and there is supposedly a friendly rivalry between these two groups of students in scholastic, athletic, and social activities. Each physical-education class is made up of students belonging to the purple and gold teams, and by the law of averages there is a fairly even distribution in most cases. Should there be four sections of physical education for the senior class, there would be four gold teams and four purple teams numbered consecutively according to the day and period of meeting. Another method is to choose two captains and allow them to select players alternately. This method makes for a fair distribution of good and poor players on each team.

This uneven distribution of good and poor players is the chief weakness of the method of organizing teams by home rooms, for students in them are grouped alphabetically, according to course, or according to ability. Many times one home room will not have enough athletes for one team, while another home room will have enough to form two teams.

Classification according to weight, height, or age equates students according to physical characteristics, but neglects so many others that these methods are more time consuming than effective.

Few eligibility rules need to be made up for intramural athletics, except

perhaps that those who play on a varsity team should not be allowed to play on a like team in the intramural program, that a player when on a team remains on that team during the entire season, and that no individual is allowed to play on two different teams in the same sport during any one season.

**Point System and Awards.** Teams and individuals are frequently recognized for successful participation in intramural athletics by the granting of intramural letters, medals, or certificates. These awards should differ considerably from those won in interscholastic competition. A different style, size, color, or background from interscholastic letters is suggested for intramural athletics. Students who have received an intramural letter for previous participation are usually awarded certificates at later times. Many schools use a point system to determine the school championship, especially when teams are organized by classes or home rooms. A team and individual point system similar to the following is suggested:

*Group I:* soccer, volleyball, baseball, water polo, bowling, and similar team sports. Five points for each game won. Twenty-five points for championship.

*Group II:* track, swimming, cross-country. The actual number of points scored in each meet. Ten points for the championship.

*Group III:* tennis, wrestling, boxing, golf, horseshoes, handball, and other individual or double sports. One point for each single match won. Two points for each double match won. Five points for the championship.

**Officials.** Among the difficulties encountered by the director of intramural athletics is that of securing officials for the many games and meets in the yearly schedule. The director will usually find the members of the department of health and physical education and certain other members of the faculty most cooperative in this respect. In addition to this faculty assistance, the director will find it advantageous to establish an officials club or training course or to add this activity to the program of the leaders' club.

### *Sports Clubs*

The physical-education program should also provide activities of a less formal nature. Indoor and outdoor games clubs, including a wide diversity of physical activities played spontaneously for pure enjoyment, are essential parts of the program. Boys and girls who wish to secure the physical benefits and discipline of calisthenics, apparatus, and tumbling clubs should have such opportunities provided for them; and if the activity is taken seriously the school may develop one or more competitive gym teams.

Folk dancing, especially Western square dancing, is another popular activity; and the school which permits social dancing should make sure

that all who wish to participate have the opportunity to learn and to practice in informal clubs.

In order to increase appreciation of spectator sports on the field, in the gym, or on radio or television, many schools are establishing "know your sports" clubs in which the rules of the games and the most common plays are discussed through diagrams, movies, and interviews with players and coaches.

## RECREATION

With the increase in leisure time, a sound recreational program becomes a necessary part of community life. Developing and carrying out the program is the joint responsibility of all the educational, cultural, social, religious, business, labor, agricultural, patriotic, and service organizations of the community under the leadership of the school. Although many of the activities in a community recreational program are not directly concerned with athletics, the department of health, physical education, and recreation often assumes leadership or at least a prominent part in carrying out the program.

Many school districts look upon the high school building as a community center, and many independent schools invite the community to use their facilities for recreational purposes. Activities are planned for Saturdays or for late afternoons and early evenings to make it possible for nonschool members of the community to take part. Organized games for different ability levels and age groups are essential parts of the program, as are such activities as folk dancing in which all members of the family can take part.

Many schools use their play space and other facilities as a summer day camp and organize summer programs which encourage the participation of the whole community.

Activities of the community recreation program include:

1. Athletics: baseball, soccer, softball, basketball, volleyball, track and field, boxing, wrestling, and swimming
2. Tournaments: golf, horseshoes, tennis, table tennis, and casting
3. Spectator activities: parades, pageants, Indian ceremonials, freckle and pie-eating contests, pet and doll shows, and exhibitions of hobbies and handcraft
4. Informal physical activities: races, tug of war, hike nature walks, peanut scrambles, bicycling, rowing, boating, picnics, and trips

One of the best recreation programs is found in the Rochester, Minnesota, High School. Here the school year has been extended to twelve months, the entire activities program is supported by public taxation, and teachers' salaries have been raised commensurate with increased respon-



sibility and service. The summer educational program includes recreation, scouting, camping, curriculum workshops, guidance workshops, summer school, and travel. The program has the wholehearted support of the entire community.

### ULTIMATE OBJECTIVES

The health, physical education, and recreation program should provide for the frequent, extensive, and universal participation of secondary school students in health activities. The director of student activities and the director of physical education should provide opportunities so that all students may learn the essential facts, rules, and ideals of individual and public health; so that they may gain enjoyment and appreciation from watching sports through an understanding of fundamental rules and plays; and so that they may improve their general health and acquire other desirable habits and attitudes through active participation in at least one sport.

The program of health, physical education, and recreation should be so arranged as to stimulate students to engage in a sports activity which can be continued in adult life. Less stress on competitive sports and more stress on the development of good form in individual sports are strongly urged. Through appropriate activities, students should acquire the facts, attitudes, and skills necessary to maintain and promote individual and community health. The entire program should be closely related to community interests and needs.

It has been said that intramural activities should rise out of the physical-education program and should return to enrich it, but rather they should continue with the student to enrich the life of the adult.

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## CHAPTER 11

### *The School Assembly*

The assembly is one of the most forceful means of developing school unity. It is the center from which the spirit of the school is diffused to all its activities, it is where school community officers and members make their mutual pledges of cooperation and where worthy academic, athletic, and citizenship achievements are commended. It is a place where students present their best talents and thoughts to the student body. It is a place where students learn to be social beings, where many come together to enjoy common experiences and to discuss common problems. It should be a place where students and teachers are equally united in a common purpose, some on one side of the footlights and some on the other, each making his appropriate contribution to the success of the activity. On the floor of the assembly there should be no hierarchy of the faculty, but teacher and student alike should unite in the complete enjoyment of the hour. Wherever space permits, it should be a meeting place for the whole school community, for the assembly is the heart of the school.

**Purposes of Assemblies.** Assembly programs retain their vitality only when they achieve useful purposes. From the administrative viewpoint assemblies help (1) to cultivate school spirit, (2) to correlate school and community interests, (3) to develop leadership, (4) to emphasize correct audience habits, (5) to motivate school activities, (6) to recognize worthy achievement, (7) to educate the school in common, integrated knowledge and attitudes, (8) to mold public opinion, and (9) to unify the school.

For the individual student, assembly activities (1) develop the aesthetic sense, (2) train in self-expression, (3) develop poise and self-control before an audience, (4) acquaint students with current affairs, (5) widen and deepen interests, (6) cultivate moral training and high ideals of citizenship, and (7) provide worthy use of leisure time.

**Types of Programs.** There are three types of assembly programs: opening exercises, professional entertainment, and student-planned programs.

**Traditional Opening Exercises.** These daily exercises, conducted either in the auditorium or in the home rooms if space does not permit assembling the whole school, are copied from the chapel services of denominational

colleges. The program is made up of a greeting, a Bible reading, a prayer followed by the Lord's Prayer, the salute to the American flag, "The Star-spangled Banner," hymn singing, and a homily by the principal, a member of the faculty, or an outside speaker. According to the amount of secularization, parts of the program are omitted and the meditation or address deals with morality in nature or in civic affairs. The spirit of the program, however, remains the same. It is teacher-dominated, and there is little or no chance for students to exercise initiative or responsibility. Attendance is compulsory on pain of punishment, which some students gladly endure in preference to the boredom of such programs.

*Professional Entertainment.* In an attempt to improve the quality of the assembly programs some principals schedule an entire series of professional entertainments which are supported by public funds, by gifts from patrons, or by charging admission. If the community is so far from a large center of population that attendance at cultural events is impossible, and if great care is exercised in the selection of each program and in planning a balanced series, the plan has considerable merit. However, if the programs are presented in schooltime no student should be denied the right to attend because he lacks the price of admission.

Providing professional programs does not really solve the assembly problem at all. It merely imposes a more acceptable type of program upon the student body. It thwarts any kind of creative group activity by students and faculty. Ability to plan and produce good student programs comes only through practice. If the programs are known as student assemblies, the students have a right to participate in all phases of them.

*Student-planned Assemblies.* There are two methods of organizing an assembly program which stress its educational value.

The first of these might be described as faculty-student cooperative planning. This is the most common type of assembly program in present-day secondary schools. In this type of program faculty and students prepare a schedule of assembly dates. Various clubs, home rooms, and classes are invited to take charge of different programs. Time is also reserved for the student council, the athletic association, and the awards committee. Each organization presents a program for the entertainment, information, or edification of the student body. Many of these programs are very clever and are extremely worthwhile; but aside from the fact that the students are in charge, the attitude is "you sit still while I tell you."

The second type of program, and the type to be encouraged as much as possible, is the student-teacher participant program. In this type of program every student in the auditorium has a part. He sings, he recites, he answers questions, he scores results, he renders a decision in debate, he judges, and he criticizes and evaluates by handing in a critic sheet at the end of the assembly period. He listens, or in some other way he par-

ticipates actively in the business at hand. Such procedure recognizes the value of audience participation and must be very carefully planned, for the amount of planning increases in direct proportion to the number of participants.

Through the assembly the student realizes the size of his school, its varied population, and its diversified activities. He begins to see himself in relation to others, learning his duties and responsibilities toward his school and becoming familiar with the benefits which can accrue only from purposeful group activity and united effort. He learns the complex nature of school organization and how schools are run through the various organizations. He is imbued with common ideals and school spirit. As an individual member of the audience he listens, judges, and evaluates the program which is presented; and as a participant he develops poise, self-control, the power of forceful expression, and the other qualities which go to make up a socially efficient citizen.

### CONDUCTING STUDENT ASSEMBLIES

The success of the assembly program depends upon detailed planning and careful execution on the part of both students and teachers. The following "principles" for conducting student assembly activities may prove suggestive.

#### **General Principles of Administration**

1. The program should be under the control of a central committee made up of both students and faculty. In large schools the faculty chairman of this committee may be relieved of some other curricular and co-curricular duties. This committee or its chairman not only will be responsible for the scheduling of all assembly activities, but should, in so far as possible, inspect and approve all programs before they are presented to the school.

2. The program should be closely supervised. Nothing should be presented in the assembly which has not been previously seen or heard. This applies to outside "talent," as well as to student activities. No one should take part in an assembly program who has not been seen or heard before or who is not recommended by a responsible individual who has seen or heard him. Even such things as student reading of the Bible, when required by law or customary in the school, should be carefully rehearsed in the auditorium. In the presently popular quiz programs, the questions should be rehearsed so that they can be heard and understood in all parts of the room. All programs should be timed so that they can be completed in the period. Only on very special occasions should the assembly program be allowed to interfere with the other activities of the school. One of the commonest faults among young performers is pacing or timing the

production badly (that is, the action is too slow and too jerky). Lines are often too precisely uttered, as if the speaker chewed and tasted each word before he said it. This fault is frequently caused by too much elocution and not enough attention to thought sharing.

There should be as few rules and regulations as possible, especially regarding discipline. The existence of too many rules about discipline in the assembly usually indicates that there is something wrong with the assembly itself and that it is not serving the educational function for which it is intended. In this case either the assembly should be discontinued or the type of program should be revised. In many schools, much is said about disorder and poor audience reaction in the auditorium. Some schools have been compelled to discontinue their assembly programs because of the "poor manners" of the students. The story is even told of the members of a famous string quartet who stopped in the middle of a number and excused themselves because they said they were interfering with the conversation of the students. Situations of this sort are due to either of two causes. First, the program is not prepared for the students; or second, the students are not prepared for the program. Adequate preparation and planning, then, is the solution to many discipline problems.

### **Principles Regarding Participation**

1. Assembly programs should be planned to include as many students as possible. Large choruses, orchestras, and bands are to be encouraged. Plays with large casts should be selected whenever possible. Stage crews should be made up of as many persons as can be used.

The auditorium committee should aim to have each student on the stage at least once each term. Whenever possible, programs should be planned which involve participation of the entire assembly. Some activities requiring participation of all students are assembly sings, flag salute, concert recitation of psalms or other literary selections, athletic rallies, quiz programs, and student forums.

2. Outside speakers and entertainers should be limited in number. The assembly is a student activity and in so far as possible should be participated in by students. However, in the small community where professional speakers and entertainers are unlikely to book engagements because they fear that they will not be financially successful, it is very appropriate that the school subsidize these programs. This is a practice which seems to be growing in popularity in many rural and suburban communities. A special artist series is arranged during the year. Usually there are four events. Subscriptions are sold at very low rates. The programs are held on Friday nights so that students and adult members of the community may attend. When the program must be scheduled in the middle of the week it is often given twice—once during schooltime for students and again at night for other members of the community. Where com-

munity interests have been consulted in making up the program and where well-known individuals or groups have been engaged, the programs have been oversubscribed, and the deficit to be borne by the school board has been comparatively little.

3. The audience should be prepared beforehand. Many assembly program directors seem to lose sight of the fact that the assembly programs are meant for the audience as well as for the performers. Students are expected to sit passively while their schoolmates go through a poorly prepared, perfunctory performance on the platform. As it is not in the nature of most adolescents to remain passive about anything for any length of time, the audience becomes restless, teachers become monitors, students are punished, and there is a general accusation that students are not what they used to be, that they have no respect, and that they have no manners.

The success of any program in which living actors or singers perform depends upon a nice rapport between audience and performer which is fast becoming lost because of the popularity of the movies, radio, and television. It is a commonly known fact that singers, speakers, and actors who have been trained only for radio or motion pictures find an entirely different technique necessary when appearing before an audience. The microphone and the camera are impersonal, but an audience is very much alive and responsive. Students cannot be prepared to give the proper response, especially in terms of appreciation, if the program presented to them is entirely strange or poorly done so that the message becomes obscured. A teacher would not expect a student to give the correct answer to a problem in mathematics without preliminary explanation, demonstration, and drill. Yet we expect students in assembly to respond to plays, to music, and to speeches which are beyond their understanding. A practice which seems to bring satisfactory results is to publish the schedule of assembly programs as soon as it is completed, to advertise each by means of appropriate posters, and to prepare interesting material which it will be well for the students to be acquainted with before they come to the assembly. These bits of information can be discussed in the home-room period, when a criticism of the previous assembly can also take place.

### **Principles of Program Content**

1. Every program should possess distinct educational value. Demonstrations, exhibitions, and dramatizations make good assembly programs. The assembly is a good place to advertise student activities, to honor outstanding students, to install new officers, and to present programs dealing with occupations, professions, current events, and the arts. Since Bible reading is compulsory in only seven states the programs will tend to be secular rather than religious. However, programs of Christmas carols and those dealing with the spirit of Christmas are very much in order. The number of religious programs will depend upon the state in which the

school is located, upon the regulations of the school board, and in the case of a private school upon its affiliation with some religious group. Assembly songs should be attractive and should be arranged in singable keys. Nothing discourages assembly singing more, especially among boys, than having songs pitched too high. They should appeal to the imagination and the emotions of the students; and while they should be of real musical value, they need not be obscure or difficult.

2. The programs should be varied. Since the activities of the modern secondary school and the purposes of the assembly are so varied, there should be little difficulty in arranging different types of subject matter and activities for each period. The old formula of "greeting, Bible reading, prayer, hymn, and out" need no longer be followed just because there is nothing as good or better to take its place. Variety, however, does not apply only to the topics presented, but also to the method of presentation. There are assembly fads which sweep the country. For example, every program need not be a forum, a debate, a panel discussion, or even a so-called dramatic presentation. All programs should not be produced by the senior class or by any other single group. Many varied programs, skillfully presented in different ways by different groups in the school community, are the rule.

3. The programs should be timely. The committee in charge of the assembly programs will do well to plan special activities to celebrate holidays of national or local significance. No matter how good a program might be, it loses much of its effectiveness if it is presented at the wrong time. A post-Christmas carol sing or a premature Flag Day celebration usually stirs little enthusiasm. Too often debating clubs choose topics of interest to academic students only. Argumentation has great value as a method of dealing with current problems and whenever possible should be used for this purpose. Assigned speeches by all members of the senior class should be discontinued.

4. The programs should represent the work of the entire school. It will take much careful planning on the part of any committee to include all the work of the school in the limited schedule of approximately forty programs a year, but with careful planning and due consideration to the relative importance of each activity and its appeal to the audience a schedule can be arranged.

By combining similar activities, by limiting the time for the presentation of each, and by devising novel graphic presentations, the quality of the program can be improved and many of the school's significant activities presented. Some schools find that by presenting certain activities only every other year, or only when the accomplishment in these groups has been especially significant, it is possible to present activities in more detail.



5. Few announcements should be made. In order to prevent the assembly program from becoming a long series of announcements, it is well to make a rule that all announcements should be made in the home room and that very important information should be printed and distributed to the students. Of course, exceptions to this rule will arise from time to time, but the less frequently they occur and the more important the announcement, the more attentively will it be listened to by the students.

6. There should be no scolding. The assembly is a place for instruction and the interchange of ideas among students and teachers. It is not the place for a general tirade over some misdemeanor, even if the offense is very great and involves the entire school. Scolding in assembly is a commentary upon the weakness of the administration of the school. This does not mean that breaches of school rules or of common politeness should not be frankly discussed in the assembly; but loss of temper which results in loud-voiced raving about students' offenses should never be permitted anywhere, and actual correction should be taken care of individually in the home room or the office.

7. Programs should be within the understanding of the students. There are two faults in assembly program building which should be mentioned in this connection. Both are equally bad. The first is planning the program down to the audience so that it has an air of condescension about it and is almost an insult to the intelligence of the students. The other is building a program above their heads in order to bring them up to some preconceived ideal of understanding and appreciation. The result of the latter practice is often confusion because of inability to comprehend, then lack of interest followed by listlessness, and finally restlessness and disorder. To achieve a nice balance in programing demands much skill and experience. There must be in every successful program two elements blended to suit the mental level of the audience. These elements are security and surprise. By security is meant those elements with which the student is already familiar—those about which he can say, "Here, I know that!" These do not promote student growth; eventually the student becomes bored. On the other hand, a program which is composed entirely of surprise elements—those things which are new and strange—will find no contact with what the student already knows. Since there are no bases of comparison with previous experience, no old, familiar landmarks, no convenient pegs upon which to hang the new and exotic, the student will toss the experience aside untried, much as he would eject a strange, unpalatable morsel of food. He will become disgusted and restless, merely because he does not understand and it hurts his personal pride to acknowledge that he has come up against something which is too unfamiliar for him to assimilate. Since it takes a long time for anyone to grasp the full significance of a new idea, it is always better to have the number of fa-

miliar facts or procedures far exceed the number of new ones or, better yet, to discuss unusual programs in the home room. All students like to be in the know about things. To laugh at the wrong time when one does not know better is a sign of ignorance.

8. Standards should be raised continuously. The raising of standards applies not only to the quality and character of the programs themselves, but also to the method of producing them and the reaction of the audience to them. Under the guidance of a skillful teacher of industrial education the stage crew should become a continuing organization with a regular apprenticeship system. Properties, lights, scenery, and costumes should be accumulated gradually so that the physical side of the presentations shows an increase in skill and knowledge from year to year. By a system of rigid supervision the programs themselves can be improved. Preparation and postdiscussion and criticism of the program should improve the audience situation.

#### **Principles of Scheduling**

1. Assembly programs should be scheduled regularly as part of the school program. The practice of calling the students together for an assembly only when the occasion arises does not take into account the many other outcomes of the assembly program mentioned above. If the assembly is to fulfill the function in the school which has been assigned to it by present-day educators, it must be provided for at regular intervals.

2. A full period should be devoted to the assembly. Apart from its being easier to schedule a full period than a short period in a daily schedule, it is essential that the program be of sufficient length adequately to present the several activities of the school. Where shortened assembly periods have been tried, it has been found that special programs frequently run overtime and disrupt the rest of the school day. This is especially annoying if the students do not all go to the assembly at the same time, or when the assembly period comes at the beginning or the middle of the day. Since it is a good principle to observe that no activity encroaches upon the time of any other activity, it is a good practice to have all assemblies of equal length and not to allow any to run over. Certainly there should be no lack of material to present.

3. Assembly periods should be held at least once a week. In schools where new activities are constantly being undertaken, where much attention is paid to individual differences, and where students and faculty are living together dynamically, once a week is not too frequent for a general meeting to remind them of the size of the school and to restate its purposes. Since the assembly is the major unifying activity in the school program, the need for regularly scheduled weekly meetings can easily be seen.

According to recent studies, Friday is the most popular day for holding the assembly; the choice of days ranks in the following order: Friday, Wednesday, Tuesday, and Monday—a few schools report “any day except Monday.” But, in a more recent report,<sup>1</sup> Wednesday ranks first; Friday and Tuesday are next, while Monday is still not a favored day. The majority of the schools favor holding the assembly during the activity period. Practically every school feels that the assembly is an essential part of the school program, and one period weekly is so scheduled by more than half of the schools. In the 1952 report one finds that during the past ten years the assembly appears to have found its place among the regularly scheduled activities of the school and has become fairly well established as an extraclass activity.<sup>2</sup>

4. The program should be advertised beforehand. Very few intelligent people go to a public performance or to any sort of gathering without knowing in a fairly definite way what they are going to see and hear. Yet students are often herded into the assembly to take what they get and like it. Whenever possible, students should be informed about the nature of the assembly program and be prepared for it so that they will receive the greatest educational value from it. If the administration permits, attendance at assembly should not be made compulsory. If the programs are interesting enough very few students will ask to be excused.

#### *Suggestions for Assembly Programs*

In an active school, class and extraclass activities will vie with each other for a place on the assembly program. The following list shows the wide variety of programs which can be offered.

##### *Latin*

“Famous Latins”

“A Day without Latin”

“Scenes from Virgil”

“Latin Myths”

##### *French*

French songs

Travel talks about France

“Going to High School in France”

“Scenes in a French Restaurant”

<sup>1</sup> *The Activity Period in Public High Schools*, U.S. Office of Education, U.S. Government Printing Office, Washington, 1951.

<sup>2</sup> *Bulletin of the National Association of Secondary-school Principals*, Vol. 36, No. 184, p. 158, February, 1952.

***Spanish*****"A Mock Bullfight"****"Famous Cities in Spain"****"Spanish Influences in America's Southwest"****"South American Life"*****German*****"An Evening at the Kursaal"****"A Trip on the Rhine Steamer"****"German Recreation and Sports"****"German Holidays and Celebrations"*****Geography*****"Influences of Geography on Human Progress"****"Lost Continents and Lost Oceans"****"Early Geographical Beliefs"****"Where My Breakfast Came From"*****Italian*****"Italy, the Land of Song"****"Italy in Dante's Time"****"Italian Cities"*****History*****"Meeting of Famous Historical Personages"****"Pageant of Early Colonial Life"****"Visit to Famous Historical Spots"****"Our Local History"*****Civics*****"A Meeting of the City Council"****"Becoming a Naturalized Citizen"****"Fire Prevention"*****English*****Debating****"Books vs. Battles"****"The Art of Make-up"****Puppet shows and shadowgraphs*****Biology*****"Are Insects Useful?"****"Wild Flowers of Our Neighborhood"**



The senior prom of the Haverford Preparatory School Haverford, Pennsylvania



Pool guard Boys of the Beverly Hills High School, California, teach elementary school children to swim on Saturdays



Member of the Junior Honor Society of Risley Junior High School, Pueblo, Colorado, writes a letter for the blind

**"Detecting Poisonous Plants"**

**"Myths Concerning Flowers"**

*Agriculture*

**"From Farm to City Table"**

**"A Trip to a Modern Farm"**

**"Farm-products Fair"**

*Physical Sciences*

**"Chemistry Magic"**

**"Chemistry in the Home"**

**"Chemical Fire Extinguishers"**

**"Optical Illusions"**

*Mathematics*

**"The Value of Nothing (Zero)"**

**"Mystifying Mathematics"**

**"The Starry Skies" (month by month)**

**"Mathematics of Everyday Life"**

*Commercial Education*

**"Which Won?" (applying for a position)**

**"How to Read Advertising"**

**"Your Letters and You"**

**"Courtesy in Business"**

*Home Economics*

**"From Roasting Stick to Electric Stove"**

**"Disguising the Old Furniture"**

**Fashion show**

**"Your School Lunch"**

*Health, Physical Education, and Recreation*

**Boosters and pep meetings**

**Gym exhibition**

**"Good Form in Dancing"**

**"Posture, Good and Bad"**

*Industrial Arts*

**"Just a Little Fixing around the House"**

**"Getting the Old Thing Started"**

**"Safety Devices in Industry"**

**"Plumbing, Ancient and Modern"**

*Music*

"Music of Other Lands" (in collaboration with foreign languages)

"Instruments of the Orchestra"

"'Good' and 'Bad' Popular Music"

Assembly sings

*Fine Arts*

"Living Pictures" (tableaux)

"Art Goes to Work for Industry"

"Famous Interiors"

"Lightning Sketches"

*Student Government*

Club purposes and requirements

Recognition and awarding service

Installations

Reports on visits to other schools

*Seasonal*

National, state, and local holidays

College day

Local characters' birthdays

*General*

Advertising the school show

"How to Use the Library"

"Education in World-mindedness"

Dramatization of careers

## OTHER USES OF THE AUDITORIUM

**By the School.** The auditorium can be one of the most useful rooms in the school. Here study periods and class and club meetings can take place. When clubs with large memberships, such as the Working World Club and the travel clubs described above, meet in the auditorium they free extra space and staff for worthy clubs with limited student membership. Such clubs should not be considered as listening clubs, but should be organized with officers, attendance takers, and committees to prepare and report on programs. Committees in the Working World Club might arrange schedules of pictures, secure speakers, prepare questions for interviews, prepare and score a check list to determine the amount and accuracy of the information acquired by the members, write minutes of previous meetings, and take care of correspondence and other routine matters.



**By the Community.** The auditorium should be a rallying place for large community meetings of an educational, cultural, or civic nature. Here community players should present their dramatic performances; here the community musical groups should give their concerts, and regular meetings of the parent-teacher association and the alumni association should be held. The auditorium should also be available to demonstrate voting machines, to discuss civic improvement, to launch welfare drives, to celebrate national and local holidays, or to organize for civil defense.

The auditorium, then, with its schedule of school assemblies, clubs, and meetings of community groups, serves to unify not only the school, but the whole community as well. Here the cultural activities of the community find expression; here its voice is heard for social and civic improvement; and from the auditorium the community goes forth united in common aims and experiences.

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## CHAPTER 12

### *Student Publications*

**Value of Student Publications.** Although American secondary schools have engaged in some form of student journalism since colonial times, the greatest development has been since 1915, when the school newspaper rose to considerable prominence. The increase in the popularity of this type of student activity is due in large measure to the growing recognition of the valuable contributions school publications can make to school life. The following "values" represent those most frequently mentioned by writers in the field. Student publications

1. Present school news
2. Spread school spirit
3. Advertise the school
4. Promote good school-community relations
5. Foster the writing of better English
6. Unify the school
7. Afford an outlet for literary, business, and artistic talent and provide for the coordination of these activities
8. Develop student initiative and responsibility
9. Provide projects in journalism
10. Portray school life
11. Promote scholarship
12. Encourage student activities
13. Encourage good sportsmanship
14. Acquaint new students with the ideals, traditions, and activities of the school
15. Provide a medium for the exchange of student ideas
16. Preserve the history of the school in written form
17. Promote understanding among schools
18. Develop a critical attitude with regard to all types of publications and establish standards for evaluating them

**Types of Student Publications.** The modern secondary school has much need for published material, and the wise administrator will include student participation whenever possible. Many schools publish a daily record,

usually a mimeographed sheet containing announcements for faculty and students, which is read at some uniform time during the day. News of student activities is assembled by a small staff of students, and frequently students duplicate and distribute the publication. Such names as *The Daily Informer*, *The Dailygram*, *The News Bulletin*, and *The Daily Recorder* are popular. In some schools classes, clubs, the athletic council, and the library publish organs of their own, usually in mimeographed form. In addition to their primary purpose of serving the group which publishes them, they extend the journalistic activities to a wide group of students and give valuable training to those who wish to try out for the staffs of the more formal school publications. Other occasional publications in which students may participate are special anniversary and commemorative issues, usually of a historical nature. The four student publications which might almost be considered standard in the American secondary school are as follows:

*The Magazine.* This is the oldest and most traditional type of school publication. Its purpose is to present the literary output of the school. Besides this purpose it also attempts to be a carrier of news, a forecaster of coming events, a joke book, and a student guide. In its attempt to be all things to all men, the school magazine frequently fails. If there are other school publications it is advisable that the magazine fulfill its original purpose of recording and circulating the literary products of the school.

*The Newspaper.* As its name suggests, this publication is primarily concerned with news. It is issued at regular intervals, usually weekly, but daily and biweekly issues are also common. In some cases the newspaper has supplanted the literary magazine and includes stories and serious verse. Where there is a magazine, these two functions should be kept distinct at all times. Where there is no literary magazine, an occasional literary supplement is suggested.

*The Yearbook.* Sometimes called the annual or the senior record book, the yearbook is a history of the school for one academic year or the history of a class for four years. The modern trend of publishing an annual which treats the activities of the entire school, with special emphasis on the senior class, is more desirable in every way than the book which is printed exclusively for seniors.

*The Handbook.* This is the newest school publication. It is a useful guide to school procedures and school traditions, especially for new students, for whom it is almost a necessity. It is an administrative device and should not be confused with other student publications.

In summary, it might be said that

The magazine is chiefly literary.

The newspaper presents news.

The yearbook is historical.  
The handbook gives information.

## ORGANIZATION OF STUDENT PUBLICATIONS

**The Board of Publications.** When a school has two or more publications it is desirable to establish a board of publications to prevent overlap in content, organization, and appeal; to coordinate all competing interests; and to develop a school policy for all publications. The board may be composed of the editors, business managers, and faculty sponsors of all publications, together with the heads of the English, art, and commercial departments; the deans of boys and girls; and the principal or his representative. At frequent meetings the board can discuss common problems and general policies, outline the definite functions of each publication, decide upon publication dates, plan financing campaigns, set up plans for mutual assistance, and in many other ways bring about a desirable, unified program.

**Publication-staff Membership.** In many schools student publications, especially the newspaper, have become curricular. This shift has been made in recognition of the amount of time and the special training needed to publish the paper at such frequent intervals. Many schools are now offering classes in school journalism, and it is to the journalism teachers and their students that the responsibility for carrying out student-publication projects is entrusted. Only students with special abilities should be selected for this work. Orval C. Husted of Sand Springs, Oklahoma, High School has the following to say regarding the selection and organization of a class in journalism: <sup>1</sup>

Certainly the publication adviser is entitled to a group of students who have keen, alert, nimble minds. Work on the school paper is attractive only to the mentally alert. They may not all be straight-A students. It's not desirable that they should be. But they should come from the upper stratum—class leaders, school musicians, dramatists, debaters, speakers, athletes, lab sharks, original thinkers.

Obviously that's a big order to fill. How is the adviser going to find these students? In some schools the advice of the English teachers is followed. She says Johnny writes beautiful themes. Therefore, he would make a wonderful report on the school paper. But the journalism adviser often finds Johnny devoid of initiative and originality, and not in the least suited to publication work.

In other schools an adaptability test is used. There are many such forms. In my own school we use a four-part test printed on one large sheet of paper. About a month before the close of school this test is given to every freshman,

<sup>1</sup> Orval C. Husted, "Who Shall Take Journalism?" *Phi Delta Kappan*, Vol. 23, No. 8, pp. 291-292, April, 1941.

sophomore, and junior. After the sheets are scored and results recorded, a list is made of all students eligible to take journalism the following year.

Part 1 of the test is a grammar test including completion and true-false questions, and sentences to be punctuated and edited. Part 2 is an alertness test. It includes a list of quiz statements, touching upon nearly every conceivable subject, but all disarmingly simple. Part 3 is a faculty name completion test, and part 4 is a simple spelling test. Each of the four parts has a possible score of 25 points. To be eligible to enroll in the journalism course, a student must make a total score of 67 or more. He must receive an average score of  $16\frac{1}{2}$  points in each division, or a very high grade in three divisions. If he fails completely in any one, he must be almost perfect in the other three.

Such a selective plan is not presented here as a panacea for all publication headaches. But it does offer something concrete. Given the cream of the crop with which to work, the adviser has already scored a two-jump lead in the year's work. He has intelligent and warm-hearted youngsters who want understanding and sympathetic assistance. If the adviser is able to give forth these qualities, he's on the students' side—and they're on his. That's something!

Since no two schools are alike, and no two years in the same school are alike, there's no earthly reason why staff organization should not be flexible. Positions should be combined, divided, or abolished, depending upon the aptitudes and initiative of each year's staff members.

After all, there are not too many things a teacher can do. He can initiate enthusiasm, he can point out ways, and he can communicate a passion for doing desirable things better. If he does these he needn't worry too much about staff organization, or the elaborate staff diagram in the textbooks.

Since the staff organizations of the school publications mentioned above differ so slightly from each other, they will be discussed as a group with the main differences distinguished. Journalism classes, when these exist in schools, are often open only to seniors, since only three years of English are required for college entrance and the fourth year may be more or less experimental without affecting the student's credit requirements. There is no reason why journalism, if it is a part of the activities program, cannot be opened to all. If the activity is curricularized, as is the case in many schools, course requirements may restrict the election of journalism to upperclassmen or to students who, because of unusual ability in English, may carry additional work. The staff of many a school paper is recruited from the students who do well in English composition and who are recommended by their teachers of English. It does not follow necessarily that the boy or girl who can write interesting themes has newspaper sense or will make a good member on the staff of a school publication. While the members of the staff do not have to be the leaders in scholarship and in student activities, the sponsor of student publications has the right to draw from the very best in the school for his staff, since student publications represent and concern the whole school rather than any par-

ticular class or group. Some advisers recommend the inclusion of freshmen on the staffs of all school publications, including the annual. Freshmen, they claim, make good reporters and are eager to be given things to do and to be told how to do them. They are frequently quite dependable, and they grow up with the publication so that in time they are able to fill responsible positions. Even if freshmen go into other activities when they become upperclassmen, their interest in the paper still remains, and their experience helps them to spot news in their chosen activity and to write it in a way acceptable to the editorial staff.

Some sponsors find that the morale and efficiency of the staff can be kept up by the use of an assignment book in which the assignments of every staff member are kept. Monthly promotions and demotions are made upon the number of assignments completed by staff members; the difficulty of the assignments; and the accuracy, speed, efficiency, and promptness with which they have been carried out. One sponsor recommends that all members of the staff be ranked in order of efficiency and importance to the publication. Constant recruiting is also a means of securing new blood and keeping the older members of the staff on their toes.

**Staff Organization.** The staff of any school publication in a high school with a student population of two hundred or more is conveniently shown in the accompanying diagram.

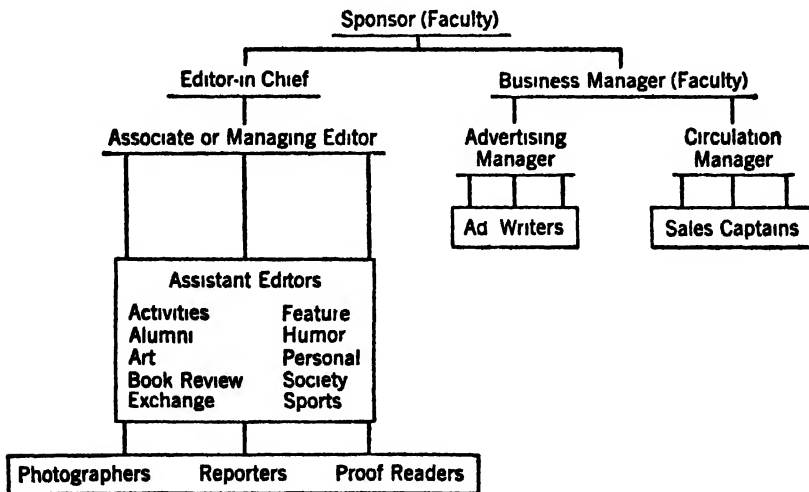


Fig. 2

**The Sponsor.** In some schools the sponsorship of the newspaper goes to the teacher of journalism; of the magazine, to a member of the English department; of the annual, to the senior adviser; and of the handbook, to anyone who has a few free periods. This system makes for a lack of unity among the school publications. There can be no general policy, no differ-

entiation of function. There is no more reason for the senior-class adviser to be required to take over the management of the annual than for him to coach the senior play or the senior athletic teams.

English is a vast subject and includes many different abilities. One teacher may be especially trained to coach dramatics; another may be an expert in public speaking; a third may be able to inspire a great appreciation for literature; and still another may secure good results in the writing of verse or prose. Yet none of these persons may be successful as the sponsor of a school publication, for sponsorship of school journalism requires special aptitudes and training.

The sponsor should be a teacher who knows school publications and the mechanics of producing them efficiently. Skill of this kind can be picked up through reading or through the trial-and-error method of actual experience. No faculty sponsor of a school paper or other publication need be unprepared for his task, especially from the standpoint of theoretical knowledge, since the number of good courses in school journalism given in university summer schools is ample to fulfill any requirements. He should be familiar with the values to be derived by staff members and school alike from the publication of the newspaper. He needs to be alert and positive, not vacillating; in his decisions he must be a natural leader. He should have the ability to get good work done on time by all the members of his staff. He must command the respect and cooperation of students and teachers alike. His duty will be one of general supervision. Whether the student members of the staff are chosen by vote or by appointment, his stamp of approval should be necessary before anyone can become a permanent member of the staff. He will supervise the editorials, the composition, and the make-up of the paper; but he will not write it or correct proof except in cases of emergency.

Together with the faculty business manager, he will plan for the financing and distribution of the paper. His is the final responsibility for the success or failure of the school publication. He will work hand in hand with his student editor-in-chief, checking over carefully the assignments which have been made. He will be a severe but sympathetic critic, believing in results, not promises. Together with his editor-in-chief, he will decide on the basic policies for the publication and will coach and supervise the activities of staff members. He will instill into his staff objective attitudes toward the work and make apparent the need for prompt and efficient execution of assignments. Those who do not respond to coaching, he will need to remove, and appoint others to take their places.

Occasionally an ambitious sponsor will use student publications to promote his own self-interest. He will seek to receive medalist and first ratings in national contests by demanding unreasonable amounts of work of his students and sometimes by doing much of the work himself. Occa-



sionally school boards make the publications sponsor's subsequent contract dependent upon the prizes the publications receive. Such practices are to be roundly condemned. The sponsor must always keep in mind the importance of the student in student publications and measure the worth of the publication in terms of the desirable development of staff members and the values to the school.

*The Editor-in-Chief.* The editor-in-chief represents the school's official policy. He represents not his class, a particular group, or his own opinion, but the whole institution. A proper understanding of this most significant relationship to the school community will tend to iron out many of the problems which sometimes arise in connection with appointments to the school paper or what is to be included, omitted, or featured. He must be familiar with the school and all its activities. He must know the names of all members of the faculty, what they teach, what activities they sponsor, and what their other administrative duties are. For this reason it is well that he be an upperclassman. He should be industrious, dependable, possessed of good judgment and tact, and respected by faculty and students alike. He should understand the whole problem of student publication as it relates to and fits into the total school program. He should be impartial in the assignment of duties and in his approval or disapproval of material to be published, thinking always in terms of the good of the school. While he needs to be positive and decisive, he must not be rash. He must have an unusual amount of initiative and must see what is going on in his office and in the school in general. It is his duty to publish the best possible school periodical. He will delegate much of the work, because he will be concerned with large and important issues. He will not read proof or rewrite copy except in case of emergency. His principal duties will be:

1. To hold staff meetings to discuss and formulate policies and procedures.
2. To take charge of editorials, either writing them himself or assigning them to others. In all cases he must approve editorials before they are published.
3. To assign duties to staff members and see that they are performed well and to his complete satisfaction.

*The Associate Editor.* The associate editor takes the place of the editor-in-chief in case of emergency. Therefore he must know the duties of the editor and how to perform them efficiently in case of need. In addition to being an officer in reserve, he is assigned to special duties. He makes the dummy and gives assignments to reporters. He keeps the assignment book, in which he records:

1. All the events to be covered
2. Name of reporter assigned to each event

3. Date of assignment
4. Date of event
5. Date write-up is checked in
6. Date of issue in which article is to be printed

He assumes the responsibility for checking all advertisements and writes all headlines, with the occasional help of the editor-in-chief if the article is of special significance. He directs the details of publication through his contact with the assistant editors and reporters.

*Assistant Editors.* The number of assistant editors will depend on the size of the school, the circulation of the publication, and the number of special features and departments it contains. Assistant editors will be assigned such jobs as copyreading, copy editing, writing headlines, and proofreading, or whatever the editor-in-chief or the managing editor may decide. In addition to these general assistants there may be a number of editors for special departments.

*The Activities Editor.* This student will be in charge of write-ups of all nonathletic activities. Write-ups of club activities, musical performances, and dances mean much to the students concerned. An account of a club in the yearbook increases its prestige among students. A critical evaluation of a musical, dramatic, or ballet performance in the magazine shows that the school considers the work of these groups as serious artistic events and not as mere entertainment. Pictures and a summary of these activities in the annual preserve them as school history. Advertising or announcing them in the school newspaper helps to popularize them and to make them successful financially and otherwise. The activities editor should be impartial in his treatment of all activities, giving each the attention and consideration due to it according to its importance in the life of the school.

*The Alumni Editor.* One of the strongest agencies for keeping alive the spirit of the school among its graduates in the community is the alumni association. This group frequently engages in money-raising projects for school equipment and in other ways cooperates for the welfare of the school. The alumni editor will keep the student body informed of such activities. In so doing not only will he be reporting vital news to the school community, but he will be advertising the alumni association as an active group, worthy of being connected with upon graduation.

*The Art Editor.* The attractiveness of the publication is the responsibility of the art editor. He must pass on cuts, cartoons, photographs, and all other illustrative material. His suggestions for page layouts will be of great help to the managing editor. All cartoonists and photographers will be responsible to him.

*The Book-review Editor.* Book reviews which are really critical, and which challenge students to read the books rather than tell the story so

well that students do not have to read them, are an asset to any newspaper or magazine. A column entitled "From the Magazine Rack" can be a worthy addition to a newspaper. The book-review editor will review one or two of the recent accessions to the school library in each issue or perhaps have the articles written by members of reading clubs.

*The Exchange Editor.* If a school publication is good, the students will be proud to exchange it with other schools. Much can be learned by so doing. The exchange editor should examine each publication received with the greatest care. He should blue-pencil items he feels will be of interest to other departments and should pass the publication along to be read and discussed. In writing his column he should relate his news to his own school paper or magazine.

*The Feature Editor.* Magazines and newspapers in very large schools often carry feature articles dealing with some special event or important national or local personality. To edit this column demands an extraordinary amount of originality and graphic ability in writing really interesting side lights on character. Some school magazines and newspapers have established their reputation and increased their sales by this column.

*The Humor Editor.* The editor of the humor section, or "Wit and Wisdom" as it is sometimes called, is often the scapegoat of the staff. In many cases he deserves to be roundly condemned by his schoolmates for the so-called humor which he publishes in his column. He should remember that what is funny to him may have only a personal appeal, and that students read other joke books and magazines also. It is well for the joke editor to read his list of jokes to his friends in the school who are least likely to see the point. If they laugh, the joke can be included in the next issue.

*The Personals Editor.* The personals editor has charge of a very useful column and one which sells many copies of the paper or magazine. Many students enjoy seeing their names in print, but do not carry on activities which are deserving of much space. The personals column can mention the student and his claim to fame in a line or two. This kind of gossip is always popular; in fact, it is what makes a small-town newspaper interesting. One magazine calls this column, rather appropriately, "Short Short Stories."

*The Puzzles and Contest Editor.* At the present time there seems to be a vogue for the inclusion of crossword puzzles and other contest material. Sometimes this contest material is used to increase sales by awarding prizes to winners. Aside from this value as a stimulus to increased circulation, there seems to be little value in the column. The editor should see to it that the material is up to the minute and if possible related to the activities of the school.

*The Society Editor.* The society editor will report all school or class

dances, parties, picnics, trips, and social events in the school. She should guard against the usual: "The girls of the Friendly Sewing Circle met at the home of Miss Clare on Wednesday night. After a delightful evening, during which the girls sewed while Miss Clare read a number of chapters from Bunyan's *Pilgrim's Progress*, delicious refreshments were served, of which all partook most heartily."

*The Sports Editor.* The sports editor will have charge of writing up all athletic contests, both intramural and interscholastic, reporting with fairness the results of the various events. Interesting events connected with the games and interesting information about the players make good copy. Prominent athletes who are on college teams or making records for themselves either as amateur or professional sportsmen should also be written up. The sports editor should have as his assistants reporters to write about the sports with which they are most familiar. He must have a wide knowledge of sports, of sportsmen, and of the principal scholastic and collegiate teams, especially in his locality, and should be an expert in several sports himself.

It will be noticed that no gossip-column editor has been included in this list. The authors roundly denounce such columns as being underhanded, harmful, scurrilous, and often libelous. The harm done by such columns, often unintentionally, can sometimes never be undone.

*Student Photographers.* Photographers will need to be on the job from the first day of school. They will want to take pictures of (1) the freshmen; (2) speakers in the assembly; (3) new teachers; (4) seasonal activities, especially for the annual; (5) activities on the athletic field; (6) landscaping; (7) students in shops, swimming pool, gymnasium, or other special classrooms; (8) side lights on the policeman or the janitor in action; (9) scenes from a school play or operetta; and (10) activities of commencement time. The roster of forthcoming events will be carefully studied and a schedule for taking photographs worked out. The photographer must have a keen eye for human interest and be able to make artistic photographs by shooting from unusual angles or by different kinds of groupings. Pictures of empty classrooms or of posed groups of students are usually not very interesting, and it is often better to take a few students who are especially photogenic to represent the whole group. Unless group pictures are very large and printed from well-made plates on good paper, they are nothing but a sea of scarcely distinguishable faces. The photographer should not be disappointed if every picture he submits to the paper is not printed. Even professional news photographers take many excellent shots which do not make an edition because they are not timely, or there is no room, or they do not impress the editor. A badly taken, faint, or fuzzy photograph will make a poor print. For school publication work several good-quality cameras are advisable, although the skill with

which the picture is taken rather than the price of the camera determines the quality of the result. A good candid camera for quick, unsuspected action shots is almost indispensable if the photographs are to be alive. For the more formal type of work, especially in the yearbook, the photographer will want a camera of the photoflash synchronized Graflex type, and a good hint to amateur photographers is that it is always better to reduce the size of the print than to enlarge it.

**Reporters.** Reporters will usually receive assignments from the managing editor. In general two methods are used: (1) each reporter receives his individual assignment for each issue; (2) each reporter is given a beat which he covers daily, weekly, or monthly for news. The reporter must have a "nose for news," be able to recognize a good story when he sees one, and be able to write it up interestingly, briefly, and clearly. His constant concern is the deadline, of which he must always be conscious and which he must never miss.

**The Business Manager.** Although the faculty sponsor will be responsible for the finances of the periodical, he should whenever possible delegate duties and corresponding authority to the business manager. This official should be a member of the faculty known for his business acumen, his honesty, dependability, reliability, industry, and good judgment. Frequently he is chosen from the mathematics or commercial departments. He should have the confidence and support of businessmen, teachers, and students. It is his duty to finance the publication and to handle its business according to the best principles. He plans the advertising and circulation campaign with the help of the advertising manager and the circulation manager. While he does not write ads or solicit them, he will map out in general the steps to be taken in the campaign for ads and for building up a large circulation for the school paper. The student advertising manager and the student circulating manager work under his direction.

**The Advertising Manager.** The advertising manager is charged with the duty of soliciting advertisements. He may or may not solicit ads himself or collect for them, but he must have had considerable experience in soliciting advertisements himself. In addition to this experience he should have business ability, tact, and enthusiasm. He must know his students and their abilities and must have the drive necessary to keep them on the job until enough ads are secured. He will make a study of students' needs and what they buy and will have this information ready for ad solicitors. He will also prepare a list of prospective advertisers and will help to prepare a campaign for selling space to each one.

**The Circulation Manager.** The circulation manager maps the publicity campaign. He decides on the best method for promoting sales of the publication. He and his assistants work out the details of the assembly program, the advertising, the contests, or whatever other means are used to

bring in a large number of subscriptions to the magazine. Sales captains are directly responsible to him.

**Staff of Duplicated Publications.** Because of restricted budgets some schools find it necessary or desirable to duplicate their publications. A larger number of students is needed for this project. In addition to the editorial and business staffs, which are similar to those of printed newspapers, the following departments are needed.

**Typing Staff.** All students who have the ability to take pains, who have regard for details and skill in typing accurately, and who are willing to work may be included. Speed is not important if the typist is accurate and will plod along until the work is finished perfectly. The typing staff will make a typed copy and layout from which it will cut the stencils. Two persons should always check on each other for accuracy in this work.

**Duplicating Staff.** This staff should be made up of six boys or fewer. It will be their task to keep equipment clean and in tiptop running order. Neatness and care are demanded at all times to produce good copies. Skill comes only from practice and careful attention to details. The Columbia Press Association has a fine pamphlet on duplicated publications.<sup>2</sup>

The accompanying diagram shows a good method of staff organization for duplicated publications.

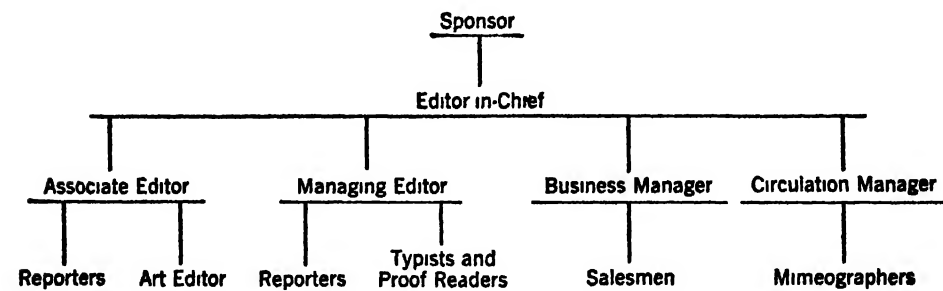


Fig. 3

## FINANCING STUDENT PUBLICATIONS

Unless supported by a grant from the school board, the financing of school publications is a task few sponsors can undertake without fear or misgiving. Securing a sufficient number of ads and building up a large number of subscribers are both essential to the success of school journalism. The usual proportion of advertisements to news in school newspapers is 60 per cent news and 40 per cent advertising. This reverses the situation in most commercial publications, in which the space given over to ad-

<sup>2</sup> Earl C. Whitbede (ed.), *Duplicated Publication Fundamentals and Official CSPA Scorebooks*, Columbia Scholastic Press Association, New York, 1952.

vertising sometimes reaches 70 per cent. So far as circulation is concerned, the school paper which is subscribed to by 50 to 75 per cent of the student body can consider its circulation quite satisfactory. Before a paper is to appear in the school the number of potential subscribers and advertisers must be investigated carefully. This will assure a regular appearance of the newspaper and prevent the embarrassment of having to discontinue after the first few issues. A dummy newspaper should be prepared and given to the local printers for estimates. Sometimes printing concerns in nearby cities or towns are allowed to bid for the contract; but unless there is a great difference in the bids it is advisable to have the paper printed locally, since greater good will will be established among the members of the community, and the editorial staff can keep in close contact with the printer, especially in case of emergency or extra editions. The cost of printing is of course the most substantial item in the budget, but it is not the entire cost. Such items as office supplies, printed forms and records, photographs, engravings, postage, carfare, association dues, and circulation promotion must be taken into account. All these items should be carefully studied and amply budgeted, and a considerable additional sum should be included for miscellaneous expenses which are bound to occur.

Having determined the cost of printing the newspaper, the next step is to secure ads for at least 60 per cent of the cost. If the estimated cost of printing each issue of the paper is \$60, including both printing and other expenses, from \$35 to \$40 worth of ads should be sold. This means that there must be at least five hundred subscribers to break even. Merely to break even from week to week is a precarious way to finance a school paper. In order to assure the staff's and the sponsor's peace of mind a reserve for emergencies should be built up. The paper therefore must sell at a slight profit. It is better to give the students a fine newspaper than to run at too great a profit, because having too much of a surplus sometimes leads the newspaper into rash publishing adventures which sometimes cost considerably and which, when not continued, harm the circulation of the paper. Some newspapers like to run at considerable profit so that they can help to support other school publications. The custom of securing yearly subscriptions at slightly reduced rates at the beginning of the year is an excellent practice. It gives the staff a general idea of what they may count on as the budget for the year. Another method of financing the newspaper is to charge students an activities fee, and then distribute the newspaper free of charge. This makes the financial end of publishing very easy indeed, but it takes away much of the reality of publishing the paper, together with the circulation and promotion activities which are such valuable experience for the student. By making the staff independent of the support of their public, the paper is in danger of losing its vital posi-

tion as a reporter of significant news and a mold of student opinion and school spirit.

Still another procedure is the sale of a school publications ticket which entitles the purchaser to receive a copy of every issue of all school publications.

The literary magazine is usually published from one to six times a year. The solicitation of ads for this publication is conducted in a manner similar to that of the newspaper. Prices for ads vary considerably. When ads are solicited from business houses, the advantages which come to the businessman from advertising in the school magazine should be pointed out. The ad salesman should have at his finger tips the number of students in the school, the number of subscribers to the magazine, and the number of readers who may be interested in the advertiser's article or place of business. The possible advantage of satisfying the student customer who may interest other members of his family or who may become a lifetime customer should not be forgotten. It is not only in bad taste but extremely condemnatory of the school publication to employ such tactics as "Won't you help us support our school paper?" or "If you don't advertise in our paper we'll all boycott your business." "Compliments of a Friend" ads seem to indicate that the publication has no reading or advertising value and must be charitably supported by its friends.

One student adviser recommends that his students remember the "ABC's" of ad getting; namely, arithmetic (that is, statistics), brass (that is, courage), and courtesy.

The annual, because of its pictures and other elaborate illustrations, is the most expensive school periodical to print.

Paul B. Nelson, publisher of the *Scholastic Editor*, has the following to say regarding advertising in the yearbook: <sup>3</sup>

The subject of advertising in the yearbook will bring up much argument. This type of space is difficult for students to sell, and many are agreed that there is little if any value in this form of advertising for the local merchant. Some educators believe that the support of the yearbook on the activity-fee basis or the use of the "sponsor plan" whereby merchants or other friends of the yearbook merely pay for the listing of their names, is the better idea. In the event that advertising must be sold, the copy and layout of the advertisement itself should be personalized through use of pictures tying up the product or service with the student market, a plan that has met with success in several of the larger annuals.

Other sources of revenue for the yearbook are sales, play benefits, and sale of space to organizations or activities.

In many schools part of the senior-class dues are applied to the cost of the annual, and each student whose dues are completely paid up receives

<sup>3</sup> Paul B. Nelson, "Improving the Yearbook," *Phi Delta Kappan*, Vol. 23, No. 8, pp. 294-295, April, 1941.



a copy. Where the annual is of interest to the entire school, general subscriptions are solicited from students for a paper-bound copy which sells at from \$1 to \$2. Specially bound copies are prepared for members of the senior class.

Since it is essential that every new student be given a copy of the handbook on entering school so that he may know the rules and regulations and may learn something of the history and traditions of the institution of which he is a member, the logical group to bear the expense of publishing the handbook is the board of education. Some boards are not yet convinced that the handbook is a necessary implement of education, and in such systems the handbook must be supported by other means. Probably the second-best means of supporting it is through the activities fund, usually controlled by the student council. Funds can be raised for this purpose by giving a play or a benefit performance of the school musical organizations. In some schools candy and cake sales sponsored by the home-economics department have brought in considerable funds for this purpose. Probably the least satisfactory way of financing handbooks is to charge for each copy. New students should not have to buy them in the public schools. The students should be expected to pay for additional copies of the handbook if the one given them has been lost.

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## CHAPTER 13

### *Content and Make-up of School Publications*

#### THE YEARBOOK

**Functions of the Yearbook.** The yearbook or annual is a sort of glorified family album. It is a complete memory book. It records the complete history of a school year in picture and story. It is something to be cherished as much for its sentimental as for its historical or artistic values. For this reason it must be carefully planned to include those things which ought not to be forgotten. Considerable change has taken place in the yearbook since the senior album of fifty years ago. Modern books, with their specially designed covers, their excellent photography layouts and color work, are a credit to any library. Yet there is much to be learned from a study of what has captured and made permanent the spirit of youth and of the good old days. Even to the unsentimental, leafing through the yellowed pages of the *Class Record Book*, as it used to be called, brings a sort of warmth which makes us all "boys together tonight," as Holmes so aptly puts it. The yearbook must not only compel the attention of active, vibrant youth, but it must also warm the heart of age. The yearbook must not be stuffy. It must be alive. It must present the events of the school year with all the glamour and vitality possible. Age tends to lengthen shadows and to intensify high lights. The annual preserves one of the most glamorous of these high lights. Care must be taken in its composition so that the images remain sharp and distinct. Here, then, is the criterion against which every yearbook must be measured: "For the future!" It should be sturdily bound, be printed clearly on good paper, and have good, clean-cut photographs of faculty, of students, of other school characters, and of events worth remembering. There should be pictures of the school building itself—not the schoolroom of Dickens' *A Christmas Carol*, in which Scrooge as a little boy sits alone on a high desk amidst his tears, but a building and a playing field vibrant with the life of many jolly companions. It should be a book of what we did and what we thought, of how we worked and how we played, of how we reckoned the trivial and the momentous—a book filled with little insignificances of the utmost importance.

Besides being a memory book for the senior class, the annual has two other rather significant functions. It acquaints the community with the activities of the school. The citizens of any community have a right to know how their taxes are being spent. They should be made acquainted in every way possible with the aims and objectives of the school and how these are being realized through the activities of the curricular programs. One of the most graphic ways of presenting these things to the community is the yearbook or annual. A well-edited school annual is a splendid means of gaining community support for the school.

Another function of the yearbook is annually to record truthfully the history of the school. The high school annual should be one of the greatest source books for the study of the history of secondary education in the United States for the last fifty years. It is therefore extremely important that the yearbook editors present the activities of the year with considerable accuracy and attention to detail, giving due thought to the relative importance of each, especially in the allotment of space.

**Preliminary Work.** Many schools build their annuals around a certain ideal, motive, or design. Some follow a historical approach; others, a particular style or design such as the Roman or the Gothic. Some annuals strike a modern note or peer into the future in a "World of Tomorrow" edition. Whatever is to be the central idea around which the yearbook is built, it is well to decide upon it very early so that work on the yearbook can be begun at the very beginning of the school year. It will then be necessary to decide upon the divisions or departments to be included and the approximate space which will be allotted to each.

Photographs have come to occupy one of the most important places in the yearbook. Therefore it is suggested that the staff photographers be assigned at the end of the preceding term so that they may take pictures from the opening days of school. A file of these pictures should be kept from which a selection can be made. The chance taking of pictures may produce some very striking shots, but important events may be missed if a schedule has not been made. It is also a good idea to keep a personal file for students and faculty members and to keep important facts about them which may be collected from time to time. Such things as unusual incidents, honors, bouers, peculiar expressions, and other characteristics are useful.

After the general plan or theme of the yearbook has been decided upon, the editors will be ready to build the dummy. This should be laid out at the beginning of the school year. It should consist of a complete, page-by-page layout showing the correct placement of every illustration, every ornament, and every block of copy. Caption lines, sizes of type, and use of color should be decided upon very early.

It will be well to assemble several eight- or sixteen-page sections

trimmed to the actual size of the yearbook which can be kept in a folder or a ringed notebook while not in use. In pencil in the corner of each page write down what it will eventually contain. When the whole book has been thus outlined, begin to sketch in the page as completely as possible, working out the layouts so that pages will be properly balanced and proportioned. Do not be afraid to ask for advice. Printers and engravers who have turned out a number of yearbooks have gained a lot of experience which they will be glad to place at the disposal of student editors. Make frequent changes in early stages of the book; but whenever changes are made, consider how they affect the whole book.

Very early in the year it will be necessary to select a printer. Before going to the printer it is well to be in possession of certain facts so that he may know just what it is you have in mind and so that he may make an estimate of the cost of printing and binding. The following facts are suggested:

1. Format
2. Content
3. Budget
4. Number of copies needed
5. When copy should be delivered to printer
6. When delivery of copies must be made for distribution to students

After the editorial staff has assembled the information suggested above, it is ready to select a printer. The following five points are suggested. Select a printer

1. Who can show samples of good work.
2. Who is familiar with your type of work.
3. Who is able to help you with layouts and ideas.
4. Who has good financial standing. It would be disastrous to have him fail just before the yearbook is printed, or to find that the printer has not paid engravers' fees if he has included this in your contract.
5. Who has good relations with labor. In this way the school can be fairly certain that strikes will not postpone the date of publication.

The variation in price is not great among good printers. It is a good practice to see only a few good printers and to give the contract to some concern near at home so that editors can more easily and directly consult with the printer and obtain his advice and suggestions.

**Content of the Yearbook.** The content of yearbooks does not vary much in essential detail, although it will differ in organization and emphasis from school to school. A good yearbook includes the following sections, which may appear in any order.

**Introductory Section.** This section should contain a title page which includes the name of the book, the school, the city, and the state, and the date of publication; a good picture of the school, including students; a

dedication; a subtitle page; and a table of contents. Other items such as a foreword explaining the theme of the book or a short illustrated history of the school may be included.

*School Staff.* All the members of the school staff, not forgetting the office force, custodians, and bus drivers, should be included.

*Student Body.* About 20 per cent of the yearbook is devoted to seniors, including formal and informal pictures and write-ups. Nothing that is embarrassing or derogatory in any way should ever be printed in a yearbook. About 10 per cent of the space is given to lowerclassmen, who are usually shown by classes or home rooms. No picture should ever be included if the face is so small and the features so obscure as to be unrecognizable. All persons should be identified for easy recall in future years.

*Activities.* A complete account of all the activities of the entire school year should be included, with many informal action pictures. Posed groups of club members sitting or standing in rows are to be avoided.

*Athletics.* All the school athletic and sports activities for both boys and girls should be shown, including minor, junior varsity, and freshmen teams and intramurals. Less space should be given to football and basketball so that other sports and activities may also be highlighted.

*School Calendar.* Social events, seasonal programs, picnics, special assemblies, and other activities which are traditional in the school are included here. The use of a small number of large, clear pictures is to be preferred to the composite page containing twenty-five or more small and almost indistinguishable candid shots.

*Curriculum.* This section of school life is often omitted from the yearbook, although most of the students' time is spent in classrooms. Excellent shots of classrooms, laboratories, libraries, and special rooms with classes in progress are an important part of the year's permanent record.

Some senior record books contain the class history, prophecy, will, poem, and other miscellaneous material. The amount of such material is decreasing rapidly year by year.

## THE MAGAZINE

The magazine is at the same time the most difficult and the most challenging type of school publication. Some schools issue only one copy of the magazine each year, while others publish as many as ten issues annually. To be successful the magazine must be extremely well planned, the illustrations distinctive, and the creative writing of the best. School magazines, especially those in independent schools, often assign special themes or functions to each issue. In such cases the format, the color of the stock, and the nature of the material presented should all be selected

to give a unified effect. A school which publishes its magazine six times a year might devote its first issue to introducing the school to its new students and their parents, its second to nonathletic activities, its third to holidays and social events, its fourth to athletics, its fifth to alumni, and its last to the seniors.

Whether each issue is devoted to a special topic or tries to survey the whole field of student life the quality of art work must be of the finest. The cover, for example, should be well proportioned in mass and design and should contain at least the name of the magazine and the date of issue. Volume, number, and price may also be included. The stock should be of suitable weight and color to harmonize with the content. Other essential features are the staff page and the table of contents, which are sometimes combined and which should be located near the front of the magazine. What has been said about photography in the discussion of the yearbook also applies to the magazine.

**Content of the Magazine. *Literature.*** The chief function of the magazine is to publish the creative literary attempts of the student body of its school.

The caliber of the literary output of the high school magazine can be greatly improved if stress is placed entirely on quality rather than on quantity. Since young students do not have enough technique to write on order, the amount of really exceptional material produced at any one time will vary greatly. If the highest literary standards are to be maintained, only two things are possible: either (1) the magazine can be published infrequently or (2) other departments will have to be developed to take the important place once occupied by the literary section.

The literary editor of the magazine should be able to draw freely from the results of such creative writers' clubs as The Scribblers, The Versifiers, Feature Writers, and Story Writers. Whether there is a school magazine or not, the school will find it helpful to organize special creative-writing groups for especially gifted individuals. Such students are not confined to the upper classes, and should be singled out for creative-writing activities as soon as they are discovered. Although there are scheduling difficulties, many schools have worked out programs which allow these students to be excused during regular English composition periods and to work together, regardless of grade, under a teacher who is especially skillful in teaching creative writing. If such a schedule cannot be arranged, these groups can meet during the regular club period. The literary editor should be on the lookout for talented pupils whether they are members of creative-writing groups or not.

A few well-chosen short stories dealing with student life, essays skillfully written with a happy turn of phrase, and verse in various forms well



selected for its imagery, pattern, and style are to be preferred to continued stories, ponderous essays, epics, and doggerel.

**Features and Editorials.** Editorial comments and feature articles should above all be timely. Little is gained by student discussion of some obscure or hypothetical instance or some abstraction such as "The Meaning of Patriotism," "Is Science a Curse or a Blessing?" or similar monstrosities. The editor must keep his eyes and ears open to what is going on around him both in school and in his own community. While he should have definite opinions about questions and state them clearly and forcibly, he should always preserve a tolerant attitude toward others and always be ready to listen sympathetically to what they have to say.

Editorials should inform, influence school opinion, entertain, or pay tribute.

The interview is a good type of feature article, especially if the reporter gets the opinion of persons concerned with vital school problems. The persons interviewed should be featured in the write-up, not the reporter and what he saw, said, or thinks.

Reviews of current books, movies, and radio and television programs can be included. Book reviews should be critical and provocative so that the reader is stimulated to read the book. Reviews of current attractions might well be in the form of ratings by students, parents, and teachers.

Puzzles and contests, unless directly related to school life, had better be left to commercial publications.

**Exchanges.** Many magazines publish a list of the school publications with which they exchange issues. If comments are made they should be related to the readers of the magazine.

Such items as "School X: Better cuts would improve your paper," "School Y: Congratulations on a good joke column," "School Z: Your cover for April is very attractive" are an entire waste of space, for they are of no interest to anyone. Such advice and praise should be sent by mail to the editor concerned.

The following types of exchange articles are recommended:

School A reports a new combination subscription plan for their school publication. A brief description follows. It has been suggested that this plan might be adopted here. What do our readers think?

Our readers will be delighted to know that the *Clarion* of School B has at last broken down and has included a section of "Wit and Humor." We are glad to see that they also have their lighter moments.

**School Activities.** A good picture with a short write-up is an excellent way to present club activities and special events. The work of the student council, especially topics which are being discussed currently or upon

which action has been taken that concerns the conduct of the school, should be given considerable space.

Sports activities of all kinds should be given coverage, especially girls' sports, minor sports, and intramurals. A summary of the sports season, a forecast of things to come, high lights of important games illustrated by photographs, and interviews with coaches and players are more appropriate than straight news reporting, which is the function of the newspaper.

*Alumni.* A fine spirit of cooperation between the alumni and the student body is the desire of every school administrator. The magazine can foster such a relationship by publishing articles which tell of alumni activities in behalf of the school or which are in some way related to the school's personnel.

*Humor.* Many joke editors spend long hours furtively leafing through joke books to find material for the magazine or newspaper, when they should be building up a file system of really humorous selections and anecdotes upon which they can draw as occasion demands. The following eight suggestions are recommended for the careful consideration of editors of humor columns:

1. Enlist jolly classmates.
2. Draw up a list of naturally funny things, such as contrasts, gross exaggerations, plays on words, nonsense, grotesque objects, and slapstick.
3. Collect a weekly boner pile.
4. See if you can figure out what makes people laugh.
5. Remodel old jokes, mottoes, and expressions.
6. Apply current news items to school characters.
7. Establish a scramble, "dere titcher," or jungle department.
8. Always write jokes so that the student or teacher about whom the joke is told can laugh too.<sup>1</sup>

Many magazines have added to their sales appeal by streamlining their editions. An attractive cover in one or more colors, interesting layouts, artistic ornaments, and good pictures will decrease sales resistance. Monthly illustrated or picture magazines are making their way into school publications.

## THE NEWSPAPER

The functions of the school newspaper are (1) to announce coming events, (2) to record current happenings, (3) to evaluate school life, and

<sup>1</sup> In an article which is well worth reading, Harry Wood lists fourteen rules for getting rid of the amateurish tone of jokes. Harry Wood, Jr., "Humor Columns Can Be Fun," *Scholastic Editor*, Vol. 19, No. 4, pp. 87, 102, January, 1940.

(4) to promote school activities. The chief difference between the magazine and the newspaper is that the magazine is a reflection upon school life while the newspaper is a direct report of current happenings. Many of the same departments are found in both magazines and newspapers, but the quality of immediacy must always characterize the style and content of the newspaper.

**Format.** About the most obvious and yet one of the most important statements to be made concerning the format of the school newspaper is that it must look like a newspaper. It must not be too small. It should adhere to column arrangement. If printed, the pages should be in multiples of four.

The school newspaper should be at least the size of the tabloid editions of metropolitan papers. In most cases it should not be stapled. If there are so many pages that the printed newspaper needs to be stapled, the staff must consider the advisability of more frequent issues with fewer pages. Some schools choose to staple printed newspapers with as few as eight or twelve pages. Of course, if the newspaper is mimeographed, it will need to be stapled. It is suggested that legal-size paper be used to prevent the newspaper from appearing like a mimeographed booklet.

The usual arrangement in newspaper make-up is to provide an uneven number of columns. Five columns seem to be most popular, although three to nine columns are also found. School papers vary in width of columns from  $1\frac{7}{8}$  to  $2\frac{1}{2}$  inches on the average, but smaller and wider columns are also found. The measurements just given are the width of the type and do not allow for space between columns. Many editors find that the use of an uneven number of columns makes the layout of the page easier. For example, a one-column cut can be centered. Two single-column cuts can be placed in the second and fourth columns of a five-column paper to preserve symmetry. A two-column cut can be placed at the top of columns 1 and 2 and balanced with a similar cut or advertisement at the bottom of columns 4 and 5. A three-column cut can be placed in columns 2, 3, and 4.

An even number of columns can be worked out effectively also, but it is more difficult to obtain a balanced layout.

Most writers suggest that ads be placed at the bottom of the last or inside pages and be arranged so that all ads stand a fair chance of being read and so that no ads are buried in the midst of a number of others.

The editorial page, which often also includes the feature articles, is usually arranged differently from the rest of the paper. Three equal columns, two double columns with a single column between them, one double editorial column on the left with three single columns on the right, and two wide columns on the left and right with two narrow columns

between them are possibilities. In four-page papers the masthead is most commonly found on the left-hand side of the second page. The top of the column is preferred. The masthead includes:

1. The official name of the publication
2. The name of the school or organization by which the paper is published
3. The date and place of publication
4. The frequency of issuance
5. The volume number and date of the issue
6. The subscription price
7. Where to obtain advertising rates
8. The editorial staff (in rank order)
9. The business staff (in rank order)
10. The faculty advisers
11. Emblems of distinction and membership in scholastic press associations

The editorials usually follow directly under the masthead.

Some editors assign different sections of the newspaper to different departments and keep the first page for news which is of the greatest or most immediate interest. News begun on the first page may be continued at any other place in the paper, provided that a guideline is inserted to assist the reader in finding the remaining parts of the article. Occasionally departments are singled out for first-page publicity because their current activities warrant such a place at certain periods of the year.

**Departments.** Departments often included in school papers in addition to news and editorials are:

- |               |                   |
|---------------|-------------------|
| 1. Clubs      | 6. Personals      |
| 2. Sports     | 7. Alumni news    |
| 3. Class news | 8. Features       |
| 4. Society    | 9. Lost and found |
| 5. Humor      | 10. Calendar      |

Crossword and other types of puzzles are sometimes included as contest material to stimulate sales. Otherwise they have no worthwhile function.

Each departmental editor and each reporter should be given a number of sticks to type and fill. A stick of type is a square containing about one hundred words. It is as long as it is wide. The number of sticks per column varies from five in small newspapers to ten in large metropolitan newspapers. For example, if a reporter is assigned a column on a significant school event, he can tell the approximate number of words needed by knowing the number of sticks to the column. Important headlines often occupy a whole stick.

**Names.** Choosing a name for the paper is an important consideration,

because it is the hope of every high school newspaper staff that their paper will be read widely and will eventually gain national recognition. Names which bear a certain dignity and serve to identify the paper as the organ of a particular group are best. *The Frankford High Way*, *The Merionite*, *The Girard News*, *Olney Highlights*, *The Spectator*, *The Acorn*, and *The Megaphone* are suggestive of the type of names which may be chosen.

The name of the paper should be composed into an attractive headpiece. Sometimes schools change the headpiece from time to time, but an attractive and effective one can be kept for years. The headpiece may or may not contain ears, which are two blocks, one on either end of the title, used for urging sale of tickets, attendance at games, etc. Sometimes the name of the paper is printed over the school seal; and sometimes special honors like Medalist, CSPA 1950-1951 are included. The price is often given.

The headpiece must include:

1. Name of the paper
2. Date, place, and name of school or group publishing the paper
3. Volume and number

**Headlines.** The writing of headlines is an art. Some editors like the headlines to run on from one line to the next:

Dramatic Club Plans  
To Give "Skidding"

Other editors prefer each line to be an independent unit:

Track Practice Starts  
Coach Calls Team

The duty of writing headlines is usually assigned to the editor, although he may share the responsibility with his associate editors. The successful headline writer must comprehend the news item, must have unusual powers of condensing thought, and must be able to summarize much in a few terse expressions. Articles and conjunctions are usually omitted unless they are essential to conveying the meaning.

The usual form of headline found in school papers today is what is called "streamlined." This is a term applied to headlines which begin at the left edge of the column. Such fancy types as pyramids and droplines, in which each succeeding line is indented, are not too popular at the present time. Blocking the headline evenly at the left gives a tailored, businesslike appearance.

**School Pages in Metropolitan Newspapers.** Metropolitan newspapers sometimes carry a daily section devoted to school news. The *Philadelphia Evening Bulletin* has carried such a section successfully for fifteen years. It is called "Heigh-de-ho" and is edited by students under the direction

of a feature editor assigned to this project. The section contains letters, articles, amusing incidents, jokes, personals, and cartoons submitted by students. It is arranged so that it can be cut out and pasted in a scrap-book, since it is a complete page in itself. A full-sized page is published every Saturday. Such an activity is very fine, but should supplement rather than supplant the school newspaper.

## THE HANDBOOK

**Functions of the Handbook.** Although the handbook is the newest of school publications, it is one of the most important. It has three distinct functions:

1. It informs the community of the organization and the workings of the school. While the yearbook presents graphically the activities which go to make up school life, the handbook presents officially in a concise and sometimes outline form what rules, regulations, and procedures control the school program and what activities are recognized by the school authorities. It also serves as a directory for the members of the school board, the administrative force, and the faculty. The handbook placed in the home of every student removes the embarrassment of "dear teacher" notes or notes misdirected or misspelled. Many handbooks contain rules concerning the use of the building and other school facilities by outside organizations. This often avoids considerable confusion by establishing rules regarding use of property and payment of fees which must be observed by all. A well-planned handbook encourages better cooperation between school and community.

2. The handbook informs parents of new students about the kind of school their children will attend. Conscientious parents will often study the handbook of the high school in order to find out as much as possible about the building; its plan and facilities; the school personnel, both administrative and instructional; the curricular and cocurricular offerings; the standards of achievement demanded; and the methods of reporting progress. A school handbook is of great value to the parent in helping the student select a suitable program of studies and later in deciding upon future education through the scholarships and other student awards announced in the yearbook. The parent will also want to know how much the student will need to spend to participate in the school program, both curricular and cocurricular. Student fees for textbooks and gymnasium equipment, class and club dues, subscriptions to school periodicals, membership fees in the student association and the athletic association, the cost of admission to games, and the activities fee should be clearly stated.

3. The handbook informs the new student of the rules and regulations of his new school. The life of a new student is not an enviable one. At every

turn he is expected to obey some rule or regulation with which he is not familiar. The barbaric practice of allowing the sophomores to put the freshmen through their paces should be discouraged as much as possible. Usually these silly pranks have little or nothing to do with the real task of orienting the new student and only tend to make his life more miserable.

In order that the handbook may serve the three classes of persons mentioned above, it should be (1) attractive, (2) convenient in size, (3) easily obtainable, and (4) arranged for ready reference. No matter how beautiful the handbook may be or how logically it is arranged, if it is not easily available to all and if it is not used, it will be ineffective. Many schools make it the subject of a number of home-room periods at the beginning of the school year for new groups.

After the handbook has been read through and explained to the freshmen by the home-room teacher or by members of the faculty or student body who are particularly concerned with certain activities, the freshmen should be tested or, better still, should test each other on its contents. All sorts of activities can be arranged: "Quiz Kid Hour," "Ask Me Another," and "What Would You Do If" are a few suggestions. No matter what method is used, the final result should be that all students are made familiar with the more important regulations of the school which concern them daily and know how to use the handbook to find information which they need from time to time.

**Names.** Names of handbooks vary considerably, but in the main there are four types:

1. The most prosaic type is illustrated by the title, *Handbook, Berkeley High School, Berkeley, California*. While there is nothing at all original about this title, it has the virtue of being clearly understood. It cannot be mistaken for any other publication.

2. Many books are designated by letters. An illustration of this type of title may be seen in the *R* book of Rochester High School, Minnesota, but there is also an *R* book for the Roosevelt Junior High School in Germantown, Pennsylvania. In cities where there is only one high school or where there can be no confusion by the use of a single letter, this method of naming the handbook is very effective.

3. The handbook is often named after the school colors. The *Crimson and White* of the Hollywood, California, High School and the *Blue and Gold* of the Collingswood, New Jersey, High School are examples. The same confusion mentioned under the use of initials above may be encountered in this practice. Unfortunately there are not enough colors or color combinations to make it possible for each school to have its own distinctive combination.

4. The descriptive method of naming handbooks can be illustrated by *The Pilot* of the Evanston Township High School, Evanston, Illinois. Other

suggested names are *The Guide Post*, *The Oracle*, *The Almanac*, *The Guide*, *Life at ———*, *Rules and Regulations*, *First Aid for Freshmen*, and *Pathfinder*.

**Format.** School handbooks vary in size from slightly less than 3 by 5 inches to over 6 by 9 inches, with the mode at  $3\frac{1}{4}$  by  $5\frac{1}{2}$  inches. They are usually bound in paper, although some have no distinctive binding, while others are bound in imitation leather. Many schools use the school colors, and the inclusion of the school seal or a silhouette of the person for whom the school is named makes an attractive cover. Practically every color is used for the cover, although blue, gray, and red predominate.

The handbook should be printed on good paper and with clear type which is very easy to read. The handbook is a practical manual. It is to be used for ready reference. Trick page arrangements and fancy types are decidedly out of place. Much can be done to enliven the appearance of the handbook by the inclusion of a number of well-chosen illustrations. A good picture of the school or the school plant should be printed. It is a fine idea to include pictures of activities in special rooms such as shops, laboratories, and gymnasium. Pictures of student activities in which students are really active are also desirable. Under no circumstance should the handbook include pictures of empty classrooms. There is no particular reason for including pictures of the principal or members of the school board or faculty.

**Arrangement.** The two most important items in the arrangement of the handbook are the table of contents at the beginning and the index at the end. These two items are almost a necessity if the handbook is to function efficiently. The time and effort spent in arranging the index will be repaid over and over again in the increased use of the handbook.

A simple arrangement for a junior high school handbook may consist of only six divisions:

1. Introduction: some account of when the school was founded, the principles for which it stands, and possibly a greeting by the principal
2. Daily routine: information regarding absence, lateness, lunches, textbooks, library, gymnasium, etc.
3. Group activities: student association, athletic association, sports, clubs
4. Honors and awards: athletic, scholarship, and citizenship awards; reports
5. Pages for parents: Suggestions for parent-teacher cooperation, especially desirable because the junior high school is often the child's introduction to departmental instruction
6. Songs and cheers

The senior high school handbook is usually more elaborate because of the more intricate student organization and the wider curriculum offering. The following more detailed and elaborate organization is proposed:



1. Introduction: calendar, table of contents, and foreword may be included
2. Organization and administration: names of members of school board, administrative staff, and faculty; floor plan of school
3. General information: bell schedules, admissions, withdrawals, tardiness, study, lunch, library, etc.
4. Curriculum
5. Cocurriculum: student code, student organization constitution, home-room honor society, music, athletics, athletic schedule, school bank
6. Special recognitions: scholarships and prizes; other awards for scholarship, citizenship, and athletics
7. Songs and cheers
8. Index

The handbook often suffers by having a poorly organized staff. Students and faculty are often too quickly organized to produce a handbook which must last a number of years before a new edition is printed. It must be borne in mind that anything which is to be well done takes considerable time and planning. So important a publication as the handbook should not be undertaken hastily, since it represents the school to so many people. A strong committee of students, faculty, and parents should be formed who will review the handbooks of similar schools in the immediate vicinity. The committee should then decide on the purposes to be achieved by publishing their book and should decide upon the material needed to accomplish these purposes. The next step is to collect the material needed. Each item in the handbook should be considered carefully in the light of its importance in the school program, and the space should be allotted to it proportionately. Careful consideration should be given to presenting each item as vividly, as clearly, and as concisely as possible. Desirable illustrations should be determined upon, and definite assignments made to procure them. When all the material has been assembled it should be carefully edited and tested on various individuals for whom it is intended, to determine its usefulness and the ease with which desired information can be secured. When the committee feels sure that the handbook is useful, intelligible, and attractive it is ready for publication. The first edition of the handbook may take several months or even a year to assemble; but if the committee is retained and a file of new material, objections to the present handbook, and suggestions for improvement are kept up to date, future revisions should not be too difficult. If possible a new edition of the handbook should be issued each year. Many schools issue a supplement, which contains new rules and regulations and a list of faculty members, each year. Four-year high schools usually revise their handbooks once every four years, and three-year schools once every three years.

## SCHOLASTIC PRESS ASSOCIATIONS

In order to improve the general quality of school journalism, many state, regional, and national associations have been formed. These associations not only give ratings, which may be of doubtful value, but also give a detailed evaluation of each school publication by an "expert" in the field. These associations also prepare many valuable pamphlets on various phases of school journalism. They also promote local, state, and national meetings where school journalists and their advisers can exchange ideas and receive inspiration and valuable information through the convention meetings. Schools interested in improving the quality of their publications should belong to one or more of these organizations. Ten national associations are listed below:

1. Quill and Scroll, Northwestern University, 339 E. Chicago Ave., Chicago, Ill. Its official organ is *Quill and Scroll*. Edward Nell is the executive secretary and editor.

2. National Scholastic Press Association, University of Minnesota, Minneapolis, Minn. Fred L. Kildow is the director. Its official organ is *Scholastic Editor*, of which Carl Towley is the editor.

3. Columbia Scholastic Press Association, Columbia University, New York, N.Y. Its official organ is the *School Press Review*. The director and editor is Joseph M. Murphy.

4. Catholic School Press Association, Marquette University, Milwaukee, Wis. Its official organ is the *Catholic School Editor*. The director is J. L. O'Sullivan.

5. Southern Interscholastic Press Association, Washington and Lee University, Lexington, Va. O. W. Riegel is the director.

6. Columbia Scholastic Press Advisers Association. Miss Helen M. E. McCarthy, Central High School, Providence, R.I., is the president.

7. National Association of Journalism Directors. William E. Blake, Public High School, Hartford, Conn., is the president. This organization is affiliated with the National Education Association.

8. National Council of Teachers of English, 211 W. 68th St., Chicago, Ill. Its official organ is the *English Journal*. W. Wilbur Hatfield is secretary and editor. Helen Rand Miller, Evanston Township High School, Evanston, Ill., heads its Committee on Standards for Motion Pictures and Newspapers.

9. National Duplicated Paper Association, Central Normal College, Danville, Ind. Its official organ is *NDPA Exchange*. Mrs. Blanche M. Wean is the director.

10. National Institute for High School Journalists, Medill School of Journalism, Northwestern University, Evanston, Ill. Floyd G. Arpan is the director.

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## CHAPTER 14

### *The Social Program*

**The Social Behavior of Adolescents.** Along with the physical changes taking place in the body of the growing boy and girl, their social attitudes change. Since girls mature more rapidly than boys, much confusion arises. Girls of fourteen usually act like girls of sixteen; they feel that boys of fourteen should "act their age," meaning that boys of fourteen should act like boys of sixteen. The boys, appearing two years younger, are regarded as "little boys" and are treated as such. Little by little their age difference appears to dissolve, yet confusion still persists because the bodily organs are not all developing at the same rate, and each boy and girl has his or her individual rate of maturation.

Sometimes the mind appears to race ahead, the heart and muscular organism moving more slowly. During these mind-racing moments, the individual is prone to argue, debate, and "fly off the handle," causing parents, teachers and companions to misunderstand and misjudge the individual, who is regarded as flighty and temperamental. Individuals may flare up and as quickly subside; moods of exhilaration and depression may alternate. Human sympathies during this period are stirred and deepened. New feelings, new sensations surge through the individual; romantic love and sex urges add to the general confusion. The youth feels that he has "grown up."

During this period of contradictions and apparent inconsistencies, patterns of living may become established, coordinating physical, mental, and emotional reactions into a design for living.

During this time the individual may see himself differently; now he sees himself in relation to his adult life, his relation to his world and to his family. As the self develops, the individual experiences the thrill of learning to know people; his world enlarges, and the people he meets may color and change his picture of himself and perhaps change his whole pattern of life. "Crushes" may appear to fill the need once felt for the family and the gang. A crush may appear in the form of a friendship with one of his own sex, his own age. This seeking for attention and affection from others, replacing the family, is a very natural step in the development of youth.

The boy "drops his mother's apron strings" for the gang. Girls have their girl friends, boys have their boy friends, and as the adolescent years come on, this life-need finds a new channel in a member of the opposite sex.

*Growing Up.* All these many and varied relationships involve a broadening of one's design for living, since it includes unselfish love and the ability to identify oneself with the life, interests, and needs of another person. To be most effective, to secure the happiest and most comfortable pattern for living, many interests, many experiences, and many friends are necessary to enrich the life of a boy or girl. Not every girl or boy is the "perfect" one, the "only" one. Falling in love and out of love is a normal procedure while youth is learning the type of person he likes best. Therefore each youth should strive to secure the richest experiences, the widest interests, and the most friends possible, for each is "growing," "changing," and "seeking" according to his own need in a pattern of living.

Today youth finds adult life crammed with uncertainty and change. His future is a new frontier which requires courage, sensitivity and a zest for life. To be an adult the individual must take responsibility not only for his own welfare, but also for the welfare of those dependent upon him. Americans always have had the courage to face new, uncharted, trackless frontiers. But the hazards of our fathers were easier than those of today, for theirs were physical. It is easier to face physical and tangible dangers than to face uncertainty. Modern youth has the potential to transform present uncertainties into challenges, and to seize the uncertain and flexible material of adult life to build his own roadways for a happier life for all. Our American way of life is not charted, and because it is not, youth can create his own future. Outworn ways must be dropped, old superstitions about life, narrow intolerance, and bigotry must give way to intelligent enlightenment and tolerance.

**Social Aims in Secondary Education.** Every major statement of aims in secondary education in the last half century has stressed the need for developing social competence. Among the most famous early statements is the *Cardinal Principles*,<sup>1</sup> which includes "worthy home membership" among its seven objectives. Important educators such as Bobbitt, Chapman, and Counts in 1924 stressed this aim, as did the socioeconomic goals of 1931 and 1937. Another significant statement of these objectives was made by the Educational Policies Commission, which included "human relationship" among its four basic objectives.<sup>2</sup>

For the most part these objectives had been stated as preparation of

<sup>1</sup> *Cardinal Principles of Secondary Education*, p. 32, Commission on Reorganization of Secondary Education, Washington, 1918.

<sup>2</sup> *Purposes of Education in American Democracy*, National Education Association, Educational Policies Commission, Washington, 1938.

youth for adult life. The "Imperative Needs of Youth" considered not only the ultimate aims of secondary education, but also the characteristics and problems of adolescents. These needs include "recognition of the significance of family life" and "respect for others."<sup>3</sup>

More important than the statements of educators are what young people themselves believe to be their needs and objectives. One of the most significant of these statements is "The Bill of Rights for Teen Age." Socially, adolescents desire a happy home, the confidence of their parents, a knowledge of sex, and an opportunity to make friends.<sup>4</sup>

**Needs of Adolescents.** Among the urgent immediate and future needs of adolescents may be listed the following:

1. Peer status
2. Independence
3. Correct information about sex
4. Knowledge of the way of a boy with a maid
5. Know-how in social situations
6. Sympathetic, understanding adults
7. A set of life values

*Peer Status.* Very early in life the normal person develops a desire to belong to a group of his own age. This desire is manifested in the great degree of conformity displayed in matters of speech, dress, and social customs among persons of all ages. The elementary school child lives in a comparatively restricted social environment so that his choice of companionship can be more easily controlled. Experience should be given in choosing friends wisely from the child's earliest years so that he will have acquired a technique by which he can cope with the problems of the adolescent crowd. Attendance at high school enlarges the circle of the student's acquaintances considerably.

Along with the widening of acquaintances, the earlier gang instinct gives way to the instinct of the crowd, in which normal social relationship between the sexes is experienced. The crowd exerts a greater force than the family in providing models of behavior. Friends are selected without the advice of parents, for crowds supply needed friends, and crowds are educative and spontaneous in their activities. These friendships are normal and necessary for the growing youth. They give experiences in forming ideals for mate choosing and marriage, when home supervision is not present. Some undesirable friend choices between members of one's own or the opposite sex are made and should be allowed to "wear out" in safe

<sup>3</sup> National Association of Secondary School Principals and Educational Policies Commission, *Planning for American Youth, Education for All American Youth*, Washington, March, 1947.

<sup>4</sup> Betty Herbert, "Pupil Poll Develops Bill of Rights for Teen Age," *Clearing House*, Vol. 20, No. 9, pp. 557-558, May, 1946.

meeting places, especially the home. In the desire for acceptance by the group, all efforts are directed at appearing, behaving, and doing as the group does. Here may be developed proper ideals of conduct and courtesy, the social refinements and graces so necessary in association with pupils of the opposite sex.

*Independence.* To attain the standard of maturity demanded of a seventeen-year-old by society, the adolescent will need to exercise much independence, especially with regard to self-reliance, making decisions, and assuming responsibility. He should be able to take trips by himself, to earn and to use money wisely, to purchase goods with discrimination, and in general to assume the management of his personal affairs. Such competence does not come as a gift from adults. It is the result of much training and practice. From the earliest years the child should be given opportunities to make choices and to assume responsibility for them, so that when, in adolescence, he turns from the restrictions of adults he will feel secure as he strikes out into the sea of life unaided. But the adolescent wants also to feel the security which comes from the knowledge that adults are standing by if he should flounder too badly.

*Correct Information about Sex.* Sex education is one of the most essential elements of education. Sex is a part of the normal process of living and manifests itself in some way in almost every social act. To be most effective sex education should begin early. The growing child should learn the proper names of all parts of the body and should use them without embarrassment as occasion requires. Bodily functions should be understood, and the adolescent should approach the period of bodily changes without fear. The prevention and treatment of contagious diseases affecting all parts of the body should be clearly discussed. Preparation for marriage should be learned all in one piece: physical, mental, emotional, social, and economic. If youth approaches sex with adequate, accurate knowledge he will be little affected by "gutter talk" and the misinformation gained from irresponsible sources.

*The Way of a Boy with a Maid.* Boys and girls need to know how to act in each other's presence. A girl wants to know how to make herself attractive, what clothes to wear, how to use cosmetics, how to make conversation, how to gain the attention of a chosen boy without "throwing herself at him," how to appear "hard to get" but still "available." Boys want to know how to appeal to girls, how to appear manly, gentlemanly, and considerate. They want to know about treating—how to keep a nice balance between being a "spender" and a "tightwad," between "showing the girls a good time" and showing that they are preparing for future responsibilities. Youth wants to know about dating, kissing, petting, being chaperoned, "going steady."



A recent study <sup>5</sup> shows that there is more dating by girls than boys and by seniors than freshmen. Girls like to "double-date," frequently visiting in each other's homes. Boys' social activities are less restricted and less chaperoned than those of girls, and the most popular boy-girl activities are dancing, going to the movies, riding in automobiles, and attending athletic events, church socials, and religious meetings.

Some boys are slow in attaining social maturity, and because of this they cling to each other for protection. These boys are often found in the stag line at school dances. Community educational institutions should provide opportunities for youth to acquire necessary knowledge and skills so that they may participate freely and with enjoyment at social functions.

*Know-how in Social Situations.* When the standard of social conduct in the home is different from that of the school community, youth may find himself unable to cope with the situation. He feels himself inferior, loses the sense of belonging which he so greatly needs, and may become resentful and antisocial. Sometimes boys and girls become embarrassed and shy and withdraw into themselves or into the company of a few other unfortunates. Other students become noisy and forward and either alone or with others ridicule or even disturb the school's social functions.

It is the duty of the school to take into account social differences in racial, national, religious, and economic backgrounds. Worthy contributions of each of these groups should be stressed so that each student maintains status and can take pride in the contributions his group is making to society. Provision should be made for students to practice acceptable forms of eating, of conversation, and of such other skills as are generally included among the social amenities.

*Sympathetic Adults.* Many difficulties arise through the lack of understanding between adolescents and adults. Youth resents adult domination. He also has little respect for the adult who treats him with sentimental indulgence. Another difficulty is that many adults judge youth in terms of the imperfect and glorified memory of their own youth without realizing that situations have changed greatly in the past quarter century. For example, modern dances are very strenuous, and boys and girls need to "sit one out" because they are physically exhausted. The Paul Jones and other types of "ice breakers" are out of date. There is a tremendous interest in swing bands, which are much more interesting to watch than formerly. The youngsters who stand in groups watching the drummer may be bolstering their courage to ask the favored ones for the next dance, or

<sup>5</sup> Harold H. Punke, "Dating Practices of High School Youth," *Bulletin of the National Association of Secondary-school Principals*, Vol. 28, No. 119, pp. 47-54, January, 1944.

they may be getting a sort of enjoyment from "being at the prom," even though they do not actually participate.

What is true of dancing is also true of many other types of social amusements. The adolescent considers adult reminiscences as "quaint" and fit for the family album. What the adolescent wants is adults who take him for what he is, have confidence in him, and are on call to help him achieve the self-reliance and independence for which he strives.

*A Set of Life Values.* A set of life values founded upon the facts of life is the most important result of education a student can achieve in the secondary school. These values should be rooted in the experience of the adolescent and understood and formulated by him. Although they will conform closely to the standards of conduct and morals of society, the student should follow them not because of conformity to external authority—for hope of reward or fear of punishment—but from an inward conviction of the fitness of these acts in terms of the welfare of the social group of which he is a part or to which he aspires. They should be implemented by adequate techniques for applying them directly to immediate life situations and should be subject to constant evaluation, modification, and enrichment.

## SOCIAL DEVELOPMENT AND THE CURRICULUM

*Youth Needs and the Traditional Curriculum.* The traditional curriculum gives little opportunity for training in group living. Courses are frequently subject-matter centered, deal with past events and abstractions, and have little or nothing to do with modern living. High school students want subjects they can use. Life for them is filled with many problems which seek immediate solutions, but the answers cannot be found in the traditional textbook or class recitation. Many students become dissatisfied with the offering of the school because they can make little or no contact with it. The large number of dropouts is evidence that for many the traditional school has little to offer.

Traditional methods are themselves antisocial. Boys and girls are "crammed and jammed" in classrooms, "but they are each of them alone," for learning as the conservative educator sees it is highly individualistic and competitive. All read the same book simultaneously, think the same thoughts, and do the same homework assignment. There can be no thought sharing when all think alike, no cooperation when all do the same thing. Even legitimate cooperation in carrying out a home assignment is looked upon as cheating. Boys are frequently placed in competition with girls, which they resent because they do not wish to disclose their weaknesses before their associates, especially before members of the opposite sex whom they are trying to impress.

Grouping in sections in which the same students have their home room and all their classes together restricts the circle of adolescent friendships, as do restrictions regarding the number of activities to which a student may belong. The same boys and girls see each other daily for several years and have little contact with the rest of the student body. Discipline is often imposed from above. Such methods might produce an efficiently running school organization, but they stifle all chances for initiative, co-operative planning, and student solution of problems in group living. While most students find that, even with its limitations, the secondary school is a challenge, they feel the need for additional subjects and activities to supplement what is already there.

In a study<sup>\*</sup> made during 1950 and 1951, questionnaires were given to five hundred seniors who were about to graduate from high school; these questionnaires related to material for the building of a new curriculum content. Four questions were asked; the last of the four was stated thus: "If your principal asked you to suggest courses or course material to be added to the high school curriculum, what additional material or subjects would you like to see added that might prepare you better for living; why do you think so?"

These questionnaires were given in urban and rural communities to academic, general, and vocational senior students; they were returned to the investigator unsigned and to him personally. That these students feel the need of assistance is evident, for 234, or 46.8 per cent, ask for courses that would prepare them better for living. These responses group themselves as follows:

Sex education (physical aspects)	80
Marriage and sex education, "going steady" and marriage, boy and girl relationship, sex and social relations	49
Personal hygiene and health education, psychology, sociology, and advanced biology	38
Family relations, child care, nursing, and home management	30
Homemaking and family living	20
Getting along in life—getting along with people, modern living, everyday living, better living—better social manners	17
Total	234

Fifty-one students stated clearly why they feel that these subjects should be presented by the public schools. There is a great need for training in family living and social hygiene so that students can look forward confidently to successful and happy community life and will not be embarrassed when confronted with crude or vulgar misrepresentations regarding the facts of life. The school should adopt a constructive program which

<sup>\*</sup> Study made by T. B. Beatty while directing student teaching in urban and rural communities in five school systems in Pennsylvania during 1950 and 1951.

will promote wholesome relationships and desirable emotional responses for group activities, free incentives, and good social relationship. It should also provide opportunities for the release of energy, as well as for wholesome avenues of expression.

All the traditional school subjects, especially when vitalized by modern methods, can contribute to this end. Science, especially biology, health, literature, social studies, mathematics, art, shop, and home economics, can furnish valuable information, skills, and attitudes which are related to problems of family and group living. To develop such a program needs full community understanding and support and frequently needs to be introduced slowly. Carefully planned courses in family living have been very successful. Course work alone, however, is not sufficient. Adolescents must integrate their knowledge and apply it to life situations. This coordination, implementation, and application is achieved in a unique way through the extraclass program.

**Extraclass Activities Promote Social Growth.** Everything that goes on in the secondary school is an adventure in group living. Learning begins when the first person enters the building in the morning and ends when the last person closes the door and locks it behind him. Halls, doorways, stairways, lockers, shower rooms, lunchrooms, auditoriums—wherever students gather—are workshops in social living. Basically the staff must practice the social procedures which students are to imitate. Teachers should not expect extra privileges, such as going up “down” stairs or walking on the wrong side of the hall, nor should they establish their leadership by scolding, yelling, or sarcasm. The school is a self-contained community in which each should take his rightful place according to his competence, his experience, or the amount of responsibility he exercises.

School entrances, halls, and stairways are fine laboratories for developing mutual respect, deference for age, and consideration for the sick or infirm. One of the best indications of the manners and the educational philosophy of the principal and his staff is what goes on outside the classroom doors. Standards must be arrived at cooperatively by students and staff, so that all feel under compulsion to obey the rules once they have been formulated. If understanding of the rules and the necessity for them precedes their formulation, the amount of infringement will be negligible and those who break them will be regarded as needing education, not punishment.

**The Lunchroom.** The lunchroom is another vulnerable spot in secondary schools. Not infrequently it is located in the basement and appears to be an adjunct of the boiler room. Floors are cemented. Many times tables have iron standards which are fastened to the floor and have swinging stools attached. Walls are whitewashed, painted buff, or decorated with the crude attempts of students at mural painting. Windows are without

shades or curtains. There is nothing conducive to good manners here. Conduct is even worse. Facilities for purchasing food are inadequate: counters are small, food must sometimes be carried considerable distances through milling crowds of students. Facilities for the disposal of waste-paper, soiled dishes, and trays are not sufficient or are inconveniently or inappropriately located. Seating is not planned and sometimes not even adequate. Confusion adds to confusion, disorder mounts, and lunchroom duty becomes "police duty" for the teacher.

In newer schools, where walls and woodwork are painted an attractive shade and where windows are equipped with venetian blinds in corresponding or contrasting colors, where floors are of wood or covered with a type of linoleum, where ceilings are sound-absorbent, where there are small tables seating eight or ten with plenty of room to move between them, and where the students themselves have given attention to seating arrangements, most of the difficulties discussed above have disappeared and lunchroom manners approximate closely those of a dining room in a standard American home. The custom of having hosts and hostesses who choose their luncheon companions, and a system of rotation to enlarge the circle of eating companions, is a good one. In some cases proper table etiquette will need to be taught.

In contrast to all this is the practice in some private boarding schools of regulating conduct so rigidly that eating becomes a dreary experience. The practice of having language tables often stifles rather than promotes conversation, and the etiquette of watching for constant cues from the headmistress or hostess in beginning and ending the various courses and shifting the conversation becomes too formalized.

*The Student Council.* The student council gives experience in group thinking about social problems on an all-school basis. It makes rules for the conduct of student activities and develops methods for enforcing them. It charts club activities and supervises them, making sure that they are carried out in the best traditions of the school and in conformity with its regulations. It frequently initiates or sponsors welfare projects and sponsors and promotes other types of desirable social activities. It is responsible for the social tone of the school.

*Clubs.* Club activities allow students to make contact with a more diversified group of students than restricted curricular requirements permit. Since interest is the chief purpose for joining clubs, it is relatively easy to forget racial, social, or religious differences. Some clubs are particularly concerned with social etiquette, such as the Sub-deb Club and the Man-about-town Club in which all the details of correct manners are illustrated and discussed. Homemaking clubs and shop-project clubs, especially when they are coordinated and sponsor many social functions, develop social skills and understandings. On the college level social fra-

ternities give excellent experience in group living to their members. In boarding schools the house or dormitory system should perform this function, and in day schools and public high schools provision should be made for small groups of students to take each other in hand socially to develop poise, knowledge of dress, and good manners.

*Home Rooms.* In many cases the home room of the secondary school performs the social functions of the college fraternity and the boarding-school house system. The sponsor and the home-room officers should strive to build up a spirit of fraternity in the group and to develop a social program which will give firsthand social experiences. Parents' teas, home-room parties, record dances, trips, picnics, and home-room welfare projects are suggested. In some schools the home rooms elect courtesy committees who serve on the student council as *ex officio* members. It is their duty to greet strangers, guests, guest teachers, and new students and to see that they are properly cared for during their visit or until the new students are assigned to home rooms.

The senior home room is especially important because of the many social functions connected with graduation and the detailed preparation necessary for them. Class organizations are valuable because they bring together a larger group of students concerned with a common problem. Before the prom students are invited to a fashion show to see what the well-dressed student will wear and to see a demonstration of the proper etiquette of the affair. Some schools invite a speaker who describes the activity in detail and answers questions first in the group and then privately. What has been learned is then discussed in the home room or personally with the home-room adviser, decisions are arrived at, and final plans are laid.

The home-room sponsor should help prepare the members for their "coming out" into society, for their participation in the class dance, party, or class prom. It is his responsibility to assist in making the way as easy as possible, especially for the boys who are about to go out on their first date. Boys want to know such things as:

1. How does one date a girl?
2. How does one call for her? If flowers are to be presented, what color? What party dress? How does one meet her parents and what should one say?
3. What is the proper procedure upon arrival at the dance or party? How does one greet the chaperons? How does one present his date to the group?
4. How does one take care of a girl's dance program? How many dances shall one fill in for himself? What is the "cutting in" practice?
5. Do girls dance with girls because they want to or are they indirectly suggesting that they would like the boys to ask them?

6. Just what is the etiquette of the dance or prom?

7. How does one prepare to leave the dance? How does one withdraw from the group? Is it proper to take one's date for refreshments following the prom?

8. What should one say to one's date when leaving her in order to leave the proper impression?

9. "My buddies 'brag and crow' the day after the prom; what should one say about one's date? I do not say anything; am I correct?"

10. "My buddy did not allow anyone to dance with his girl. Is it proper not to interchange partners? Is his attitude fair to his girl?"

This list is merely suggestive. A similar list can be made for girls. They are troubled about how to greet "the date," how to entertain him, and hardest of all, how to bid him goodnight and how to express appreciation for a pleasant evening.

*Athletics.* There was a time when social position was essential to participation in athletics. Except in rare cases competence and willingness to work are the chief requirements for making a team. Athletics are therefore valuable in welding races, nationalities, creeds, and social groups into working units. They also give some students who might not otherwise be able to distinguish themselves a chance for recognition, for athletic ability is found among students of both low and high mental ability. Athletic events are sometimes the occasion for other social activities, such as after-game dances and recognition dinners. One probable danger is that successful players are often looked upon as heroes. Girls who are impressed with the physical prowess of athletes should be made to see them in other situations before "going steady."

*Dramatics.* Dramatics are valuable social activities because they give players models of characters to emulate or to avoid. Dramatics demand the utmost in cooperation between players and stage crew. They illustrate social situations of concern to adolescent audiences. Plays of family life allow physically matured students of both sexes a chance to experience vicariously husband, wife, and parenthood situations denied to them by our society until a later period. Here again the handsome hero and ravishing heroine must not be allowed to lord it over the rest of the school, and girls and boys should realize that behind the grease paint and false hair of a dashing Robin Hood or a glamorous Maid Marion is a boy or girl whose real and permanent qualities are what count.

*Camping.* An activity that is still in its infancy is the school camp. Today there are thousands of children and young people who are finding camping a restorative, educative, and enriching experience. In 1951 there were approximately seventy-five schools engaged in work-learning experiences through camping extending from two weeks to a full semester. A few schools are equipped for an all-year-round work-learn experience. Camp-

ing gives students a continuous, concentrated experience in group living with many desirable outcomes. It is a real-life laboratory. It gives the camp sponsor a chance to study youth at close range and is a good situation for guidance.

Michigan conducted a noteworthy camping project during 1950-1951 in its Older Youth Camping Program, assisted by the Kellogg Foundation. Ann Arbor, Bay City, and Dearborn were three pilot communities in a project called A Community School Work Learn Camp, which was operated from February until June, 1951. A precamp workshop preceded the scheduled Mill-Lake-Camp for boys likely to become dropouts from school, boys who were doing poorly in their schoolwork, and boys who wanted to be out-of-doors.

Out of the sixty-five boys who were members of the camp, fifty-five enrolled for regular school courses in 1951-1952, nine had secured employment, and three graduated from high school and accepted positions.

What is reported by the Michigan experiment in the way of changed attitudes is characteristic of practically all camps. The boys

Got along with others  
Improved their personal appearance  
Developed responsibility and leadership  
Became critical of parents' changed attitudes  
Assumed friendly attitude toward staff  
Improved in attitude toward other races  
Changed behavior toward school  
Changed attitude toward work  
Changed attitude toward public property  
Improved in many skills  
Improved in personal cleanliness  
Were more relaxed  
Attained better mental health  
Became more resourceful  
Showed more interest in family living  
Showed more interest in religion<sup>1</sup>

*Bus Manners.* Today, with the consolidation of many rural schools and the school bus becoming one of the essential means of transportation, the common courtesies practiced among boys and girls may become fixed for good or evil, for in many situations the older youth is transported with younger and highly impressionable children. Courtesy and respect for the driver, who carries great responsibility, should become "second nature" practiced by everyone, not only because of the social amenities,

<sup>1</sup> Adapted from "A Community School Work Learn Camp," Superintendent of Public Instruction, Lansing, Mich., 1951.



but for the sake of life, limb, and property. The common bus practices become family topics for conversation, discussion, and debate, reflecting upon the good name of the school, the home-room teacher, and the "home training" of the individual members of the home room and the school. Therefore the social situations created by our modern transportation problems should be dealt with by the home room from the very first day of school. In some schools a School Bus Club renders a very valuable service. The chairman of the club is a member of the student council, to which he gives a report at each council meeting. This report is a summary of his daily report given to the school principal and records place, date, bus number, number of pupils on bus, time, cause of delay if there was a delay, any discipline situation, attitude of pupils, pushing, reserving of seats, bullying, unnecessary confusion, and disorder. This club through the student council is effective in the development of courtesy and good manners in transportation.

*The Social Calendar.* Each school has its major and minor social activities. Without a doubt the senior and the junior prom are the major functions of the senior division, unless these are replaced by a senior banquet and a junior dinner. In any case the local school with its sponsors and administrators follows the traditions of the local community. Among the minor social functions are the home-room dances, parties, and teas; the class dances, parties, dinners, and receptions; and in addition the sports' dances and festivities before or following football and basketball games.

In many schools the student council acts as the director of most social functions. The social committee of the council is alert to the social traditions of the school or the immediate wishes of the student body. The school may have a faculty member, who has been appointed by the principal or the activities adviser, whose responsibility is to cooperate with the student council or the social committee in setting up the school's social calendar.

The junior prom, the senior prom, the senior banquet, the junior dinner, and the sports' banquet are the main social activities of the school. If the school encourages social, square, or folk dancing, it is the school's responsibility to see that the dances are planned for and carried out with proper decorum. In many schools dancing is included only in the physical-education program; some specialize in folk dancing, others in square dancing, and still others in social dancing. There should be no problem in connection with dancing if the school and the community are in agreement.

Before the junior prom, the senior prom, and every social activity, for that matter, the activity must be scheduled, and considerable planning is required. The class sponsors, the class committee, the student-council committee, and any other school representatives that the local situation

requires should plan carefully for the activity, keeping in mind the following:

1. An application for the date on the school calendar must be made.
2. An application must be made for the use of the building, and the hours, 8:30 to 11:00 or 11:30, requested.
3. The matter of the expense involved should be discussed, and a limit set.
4. A code of behavior should be set up.
5. Proper chaperonage should be provided.
6. The matter of transportation should be considered.
7. Eligibility is one of the most essential considerations, if the school is troubled with "crashers."
8. Standards should be set for conducting parties, cost of decorations, return of borrowed properties, and cleaning up after the party.

Each school has its own peculiar problems that should be anticipated and provided for before the event. Students and teachers should cooperate closely in working out the details, leaving little to chance. For example, if dancing is included at a party should the boy dance with many rather than one? Should a variety of activities be provided? If refreshments are served the chaperons must be served first, for they are guests and their evening should be made enjoyable; have used dishes removed at once; keep the refreshment line short (only one of a couple on line). Get the activities started early. In preparation for social activities it is profitable to dramatize introductions, dance and party etiquette, and procedure during and following the activity—taking the "date" home, saying "good-night," and expressing appreciation for a pleasant evening.

Some recent school buildings have been built in anticipation of these increasing social functions with ample space and appropriate rooms for many such activities. The home and school associations are cooperating with the faculty of the secondary school to the extent that some of the students' leisure time is spent in attending social functions on Saturday evenings. The Lincoln High School, Philadelphia, Pennsylvania, was designed to adapt it for neighborhood needs, the school reports that seven hundred teen-agers gather weekly in Lincoln's community room for dances.

*Trips and Excursions.* An excellent opportunity for social experience is provided by the school trip or excursion; the trip covers a day, while the excursion is a matter of two or more days. When a school group is taken from the school grounds, there is always some danger to life and health, and certain precautions should be taken. No school trip should be taken without proper and thorough preparation. There must be first of all parental consent; some public carrier should be used in preference to individual cars; instructions given to students must be specific; clothing must be appropriate; wandering from the party must be forbidden; typed

instructions are a wise precaution; and finally, it is wise to have a first-aid expert in the party.

School trips include visits to large cities, farms, industrial plants, museums, art galleries, educational institutions, historical shrines, amusement parks, and natural wonders. Trips often give boys and girls their first experience with such situations as ordering a meal on a train; spending a night in a hotel, on a train, plane, or a boat; registering in a hotel; and becoming acquainted with room service and tipping.

*Teen-age Centers.* The teen-age centers are not primarily school affairs, but since the youth who attend are of secondary school age, the school should assume some responsibility. During recent years these centers have been increasing rapidly. In some instances the young people have organized without direct assistance from adults. Some centers ask aid from organizations; in other situations youth-serving agencies and adults with foresight have led the way.

The names given to these centers are characteristic of the teen-agers: "Canteen," "Jolly Jumper Jive," "Shanty Shack." The general direction of the center should be in the hands of an adult, but there must not be adult domination. The following plans have been attempted in various communities: the entire management in the hands of an adult, which has not been found wholly satisfactory; a committee of secondary school youth, which works fairly satisfactorily; a joint youth-adult committee, which appears to be best; a youth council with representatives from each local club, organization, and society, which is a common practice.

The scope of the youth-center movement has been changing. Originally it was meant to be social and recreational, but today it includes, in addition, handwork, hobbies, painting, weaving, picnics, parties, dramatics, and music. The participants are mainly secondary school students; the participation is limited to one or two evenings weekly, and in some schools the activities of the youth center are considered as part of the school's activity program.

The expenses include rent, refreshments, equipment, and utilities. The school, the church, and the community center sometimes furnish quarters. Many cooperating youth-serving agencies often assume responsibility for major expenses. These agencies may be social, civic, and recreational groups; parent-teacher associations; or the chamber of commerce.

In some centers the members engage in money-making ventures to finance the organization. The members frequently assume janitorial service and make repairs.

*Broadening Social Horizons.* If the American people wish to move in the direction of a world society, the secondary schools must encourage understanding of languages, customs, creeds, and races other than our own. The activity program contributes to this objective in many ways.

Exchange of assembly programs and interscholastic sports programs, especially among girls, require the entertainment of visiting groups and the exercise of good sportsmanship and courtesy. Participation in interscholastic speech, dramatics, and music activities acquaints students with what is being done in other schools and often promotes backstage acquaintanceships which grow into friendships.

Since the end of the Second World War several significant movements have made themselves felt in secondary education. These are youth hostels, the school and school exchange plan, international camps and study tours, and foreign teacher and student exchange.

*Youth Hostels.* The American youth hostels encourage students to visit various parts of the United States on week ends and during vacation periods. A number of itineraries are offered with lodging accommodations along the way. Students are encouraged to hike or to go on bicycle. Hostel-ing provides an opportunity for meeting people, inexpensive travel, social activities, and overnight or week-end accommodations, all under adequate supervision. The association cooperates with the Appalachian Trail Association in the East and similar associations throughout the country. There is an international hosteling service connected with youth groups in Europe.

*The School and School Exchange Plan.* Five years ago the American Junior Red Cross of Newtonville, Massachusetts, encouraged the Newton High School to launch a school and school exchange plan whereby a new type of activity has been created. Meeting regularly during the year, the students plan activities for week ends and holidays and climax the year's program by spending a week in another community. The exchange activity makes its own rules and regulations, which each member must be willing to accept. It provides opportunities for pupils to make direct contact with vocational leaders locally and in the community visited. The faculty evaluates all applications from an equal number of boys and girls taken from the junior and senior classes, attempting to secure a cross section of the community—those who would profit by the experience and be able to contribute most to the experience of the exchange. The membership is of necessity limited in size.

To know firsthand the schools and churches and civic institutions of this second community, its recreational facilities, its local and regional government, along with the geographical features that determine its character, is the aim of all school and school exchange activities.<sup>8</sup>

*costs.* Students are encouraged to earn money through their individual efforts: baby-sitting, gardening, lawn mowing, sidewalk cleaning, snow shoveling, running errands, selling seasonal cards, selling Christmas deco-

<sup>8</sup> Summarized from *Outline for an Age of Friendship*, Newton High School, Newtonville, Mass.

rations, and clerking in stores. With the aid of parents and youth-serving clubs, students earn money for transportation, for sightseeing, and for the entertainment of the visiting school. The total expenditure depends upon the distance to be traveled and the number of students on the exchange trip.

While visiting, the group participates in panel discussions, parties, sightseeing, and trips to civic and educational institutions, industries, business houses, and recreational centers.

Among the communities which have participated in the program are Newton, Massachusetts; Wyandotte, Michigan; Frederick, Maryland; Newport, Rhode Island; Clarks Summit, Pennsylvania, North Haven, Connecticut; Wayne, Pennsylvania; and Ottawa, Canada. The program has passed its experimental stage and is expected to grow rapidly.

*International Camps and Study Tours.* International camps and study tours are arranged by denominational groups, including Catholic, Protestant, and Jewish; by the American youth hostels; and by the Bureau of University Travel and the Council on Student Travel. In the United States secondary school students are encouraged to attend work camps and camps in music, dramatics, and athletics. Foreign tours and camps are often connected with colleges and universities, offer credit, and cater to students of college age or older, although some permit secondary school seniors to attend. They are concerned with the study of the religious, economic, social, and political problems of a country. Students live in private homes, visit industries, and interview officials in government, education, industry, and commerce. Other tours cover a wider territory in a study of music, art, or religious landmarks.

*Foreign Student and Teacher Exchange.* The Friends Service Committee, the World Council of Churches, the Union of Catholic Women's Congress, the International Federation of University Women, the Rockefeller Foundation, and Rotary International are some of the principal groups sponsoring teacher and student exchange through the United Nations and the State Department of the United States. Many secondary schools have had the privilege of including teachers from Europe or from the territories of the United States on their faculties while members of their group have taught abroad. Both public and independent secondary schools arrange for the exchange of foreign students for a semester or a year. There is an arrangement for the exchange of students for shorter periods with Mexico and other Latin American countries. The amount of understanding gained from daily living and studying with students and teachers from foreign countries cannot be overestimated.<sup>9</sup>

<sup>9</sup> For a full account of this subject, see C. O. Arndt and S. Everett (eds.), "Education for a World Society," *Eleventh Yearbook of the John Dewey Society*, Harper & Brothers, New York, 1951.

**A Shared Responsibility.** The school cannot and should not be expected to bear the complete responsibility for the social development of youth. A good social program will extend into the community and will enlist its entire support. There is a healthy tendency on the part of schools and social agencies to combine operations to provide social opportunities for the whole family and to develop home life, for the home is the basic unit in American society. "To experience satisfying fun in one's own home helps the adolescent to relate his recreational activities with his developing concept of home and family life and to clarify his budding dreams of having a home and family life of his own at some future time."<sup>10</sup>

Similarly, if the community desires to build up community spirit and to keep its youth from riding off to places of doubtful reputation for amusement, it should see to it that there is something interesting to do at the school, the church, or the community social hall.

To give youth pride in our national resources, achievements, and ideals, trips and excursions will be arranged through the school or through such agencies as youth hostels and the Junior Red Cross and will be supported by community funds.

To achieve a world outlook the nation will support student and teacher exchange, foreign study, and foreign travel under the many agencies set up for these purposes.

Education on both the local and national level is expected to assume increasing responsibility and leadership in all these activities.

Thus the social concepts and the social activities of secondary school students will be enlarged, horizons will be broadened, and we shall establish an Age of Friendship.

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## CHAPTER 15

### *Commencement Activities*

**Types of Commencement Activities.** The term commencement in American secondary education carries with it a sort of mystical connotation. It marks both an end and a beginning. In most public school systems it is the end of public education. It is the time when the community examines the product of its schools and marks with its approval those who have pursued its entire program with success. In independent schools it marks the end of a long and hard preparatory period. It means the attainment of definite goals: college entrance or the achievement of status because of graduation from a well-known preparatory or finishing school. In the parochial system it also marks the end of formal religious training.

Commencement means the breaking of old ties, routines, friendships, and sometimes even family groups as it points forward to college or life careers. Little wonder that for such an important occasion society has built up traditions and ceremonies. Over the years these activities have increased in number and kind and have been distributed throughout the entire senior year. In his study of commencement practices in 532 American public secondary schools, Fink<sup>1</sup> lists the eighteen activities shown in the accompanying table.

Distribution of Schools Fostering Certain Commencement Activities

<i>Commencement activities</i>	<i>Per cent of schools</i>
Commencement .....	100.0
Baccalaureate service . . . . .	79.0
Senior play (earlier in the year) .....	65.3
Senior prom . . . . .	59.3
Class day (or night) .....	56.3
Senior assembly . . . . .	51.2
Senior banquet .....	36.1
Senior picnic .....	32.5
Junior-senior reception .....	25.6
Senior party .....	15.6

<sup>1</sup> W. L. Fink, *Evaluation of Commencement Practices in American Public Secondary Schools*, p. 35, published by the author, Philadelphia, 1940.

<i>Commencement activities</i>	<i>Per cent of schools</i>
Senior play (during commencement week) . . . . .	14.7
Senior trip . . . . .	14.1
Unlisted activities . . . . .	10.2
PTA tea or reception for seniors	8.1
Senior breakfast	7.8
Senior oratorical or declamation contest	4.5
Senior reception by principal or faculty .	3.3
Step singing	1.2

Since Dr. Fink's study the term "commencement" has been commonly used to include all the senior activities connected with the termination of formal secondary education. "Graduation" has come to be used to designate the culminating event itself. We speak correctly, then, of commencement week, of commencement activities, and of the graduation program. The term commencement, when it signifies a single event, is properly restricted to the college convocation for the awarding of degrees.

## GRADUATION

**Time and Place for Holding the Program.** Graduation is a time to strengthen community-school relationships. Occasions for rejoicing and for congratulations upon accomplishment are always conducive to good feelings. Since graduation is a time when parents and friends unite with the school in felicitating the students upon the successful completion of a phase of education, it is also a good time to cement friendships of parents, students, and teachers. Nothing succeeds better than success. Most individuals are more willing to support a going concern—one producing results of which it can boast with just pride—than a concern which measures its activities in terms of failure. Graduation presents the work of the school in terms of success and is therefore an excellent means of securing community support for education. In order to achieve this objective the graduation exercises should be held at such a time and in such a place as are most convenient for the greatest number of interested persons. The time will vary from place to place. Some schools find that a morning hour is most convenient for their patrons, but the great majority find that the evening is the most favored time. The high school faculty that regards graduation as something to be got through with and schedules it at its own convenience, rather than at the convenience of the community, had better drop the activity. The program should be held in a large place so that all responsible citizens who wish to see the exercise will be able to do so. Some schools in localities where the weather is fairly certain hold the activity out of doors, while other schools whose auditoriums are too small repeat the graduation exercises several times.

**Graduation Exercises and School-Community Relations.** An important objective of the graduation exercises is to interpret the school to its patrons. Representing as it does the culmination of the secondary school program, graduation is an objective setting forth of the philosophy of the school as seen through the results of its activities. The type of exercises will reflect the whole organization of the school. The more significant the school program and the more it is adjusted to school and community needs, the greater is the likelihood that the graduation exercises, whether formal or dramatized, will be organized about some central theme and will treat some factor of school and community interest in a vital manner. In order to interpret the school to the community, it will be well to plan so that the school's activities appear in the light of the general philosophy of the school. The program should clearly show how these activities contribute to the attainment of these ideals and objectives. Dramatizations of school situations, demonstrations of actual work done, and pageantry to show symbolically the relation of ideals to activities are excellent methods. Every person in the audience should leave the auditorium with a better concept of how the activities of the school achieve the outcomes set forth in the school's basic philosophy.

At the present time there is much discussion regarding the aims and ideals of American education. Many of the better magazines frequently carry articles dealing with the subject. In order for the members of the community to discuss these general aims intelligently they should be presented to them by educators who are experts in the field. To present a program which sets forth the activities of the local school in relation to the general problems of American education does a distinct service to the cause of education in general. It also presents a challenge to the community to support public education liberally, so that these ideals and achievements may be possessed by its children. Vivid presentations in dramatic form are more effective than much speaking, regardless of how fiery the orator may be. The pageant "On Our Way," which can be obtained through the offices of the Educational Policies Commission in Washington, D.C., is an excellent portrayal of the hopes of American education in general.

**New Types of Graduation Programs.** Shortly after 1910, decided changes in secondary school graduation exercises began to be evident. Programs centering about school life were developed, and pageantry of one type or another began to be introduced. Programs built about a central theme in which all the graduates took part became common. Usually these programs were the outgrowth of schoolwork and were the result of careful planning and long preparation on the part of the students. Programs so conceived became of vital interest to the students. They really represented the culmination of student activity and were therefore of great

significance to all. The changing concept with regard to graduation is well expressed in the following excerpt: <sup>2</sup>

The redirection of objectives and organization in secondary education in recent years has necessitated the employment of modified techniques in instruction, in evaluation and interpretation, and in public enlightenment. The gradual evolution of a modified graduation exercise is both a part of and an evidence of the change which has been taking place in the program of the school.

The content and the form of the traditional program were truly representative of the schools they first served. Scholarship constituted the aim and the content of the curriculum. The formal address not only offered opportunity to exhibit the achievement of the graduate and of the school as well, but it was in almost universal use as the vehicle of public enlightenment, employed by the lawyer, the statesman, the cleric, and the man of culture.

But this type of program does not serve the original purpose of the graduation exercise with respect to present-day education. The secondary school no longer limits its objectives to scholarship only and learning acquired from books. Comparatively few of those who are graduated enter the professions. Those who can afford leisure frequently do not aspire to the culture of the classics. The formal address is now being supplemented by other popular and effective means of general enlightenment. The techniques of radio, motion picture, and public forum furnish ample evidence that for many purposes both learning and appreciation take place effectively through media other than speech and the printed text.

By pageantry, tableaux, music, art, dramatics, and the newer forms of public discussion, and by demonstration, the graduating class has been able to contribute toward a revitalization of interest in the secondary school, its opportunities, and its responsibilities. By these methods, the public has been vividly informed of aspects of present-day education which cannot be conveyed by mere verbal methods. At the same time, the participation of whole classes in producing the program has made it a living and permanent experience for all graduates. The creative ability and the active cooperative experience of all students and a large part of the faculty have been effectively used so that entire communities have been brought into a fuller appreciation of their educational programs and its objects.

Fink <sup>3</sup> reports the following nine types of graduation exercises, which are here ranked in order of popularity:

1. Outside speaker only
2. Outside speaker, salutatorian, and valedictorian
3. Symposium
4. Medley of solos, readings, salutatory, valedictory, but no speaker
5. Pageant

<sup>2</sup> "Commencement and Promotion Programs," *Bulletin* N240, p. 7, Commonwealth of Pennsylvania, Department of Public Instruction, Harrisburg, 1939.

<sup>3</sup> Fink, *op. cit.*, p. 37.

6. Panel discussion
7. Unrelated essays
8. Drama
9. Demonstration

Over half the schools studied reported programs of the first two types, while less than 9 per cent used the pageant or the drama as a graduation activity.

Since the graduation program is a part of the school's educational activities, it should not be stereotyped or imposed from without. Students should feel responsibility for the program from its inception. The longer the period over which it is planned, the more varied the program, and the more students involved, the greater will be the realization of individual responsibility for group success. Many writers advocate that the students select the theme for the graduation exercises at the beginning of the senior year and that large committees be appointed to carry out the individual parts of the project. Much of the responsibility for planning and producing the program should be in the hands of the students under competent faculty guidance. The selection of some real experience which can be understood by the students and can be portrayed in many different ways, calling for different talents and degrees of ability, is most desirable. Successful projects of this type are:

1. The making of a film showing senior-class activities
2. "Our School's Various Activities"
3. Poetry (portrayed in music, dance, choric speech, and dramatics)
4. "Housing Conditions in Our Neighborhood"
5. "Little Children Need a Safe Place to Play"
6. "Let's Make Our Town a Garden Spot"
7. "Adventures of Our Graduates"
8. "Development of American Music"
9. "Our School Fifty Years Ago and Now"
10. "The United States and the World"

The graduation program not only should be initiated by the students, but should be carried out by them also.<sup>4</sup> It is a mistake when putting on a graduation pageant to take the line of least resistance and purchase costumes and scenery commercially if they can be made in the school. It is better to have a production which is less professional and gives more opportunity for the exercise of student creative ability. A program which is written and produced by the students takes much more time and supervision to prepare, but if the preparation is adequate and the supervision

<sup>4</sup> The National Association of Secondary-school Principals frequently issues a Commencement Annual setting forth commencement programs from many schools. This publication will be of great value in planning and carrying out commencement activities.

is intelligent, the result will be surprisingly good even from a professional standpoint. In a student-written and student-produced program, there should be much opportunity for the writing of original dialogue and of original songs. The shops should be given the opportunity to do creative work in connection with stage-sets, stage properties, and equipment, rather than to be assigned these jobs by the faculty sponsor. The department of physical and health education should create dances, drills, pantomimes, stage business, and interesting grouping. Costumes can be designed and executed by those students who are interested in homemaking activities.

The senior class of the Reading, Pennsylvania, Senior High School voted to present a graduation pageant based upon the life of Stephen Foster, a Pennsylvania musician, on the centenary of his birth. Committees were chosen at the end of the junior year. Preliminary meetings were held during the summer. When the students returned to school in the fall, plans had already been formulated. Social-studies classes read all the material they could get on the life of Foster. English classes wrote the script. Dramatic organizations cast and produced it. Shop classes made studies of furniture and interiors of the period, borrowed what they could, and made the rest. Art classes studied types of wallpaper, drapes, hand properties, and arrangements and painted the scenery which the shop classes had made. Home-economics classes studied period dress and made most of the costumes. Budgets were turned over to the mathematics and commercial departments. Physical and health education taught dances of the period and arranged stage grouping and pageantry. The music students collected, arranged, and orchestrated the music for the performance. The high school orchestra played it, the seniors sang it. All departments co-operated in making the program and arranging the general details. Underclassmen worked as ushers, stagehands, electricians, and wardrobe attendants. Every senior had a part on the stage. The pageant was given on three nights to overflow crowds.

**Commencement-program Committees.** Much of the benefit to be derived from the graduation program comes from student planning. It is one thing to have active participation under teacher domination, as in an army, and quite another to have students participate actively in activities which they themselves initiate, as in the democratic form of government. Students are expected to be self-starters, to exercise individual initiative, and to be self-directive when out of school. Therefore they should be given many opportunities to exercise these abilities while in school. Many schools are now encouraging students to plan the graduation program in whole or in part. Students are asked to submit topics which can be used as a central theme around which the graduation program is built. The entire senior class votes on the theme to be selected, determines

the nature of the exercise, and then divides itself into committees to carry out the program. Such committees as the following can be formed:

1. General planning committee
2. Script committee
3. Costume committee
4. Music committee
5. Property committee
6. Casting committee
7. Scene-painting committee
8. Stagecraft committee (lights, scene shifters, curtain)
9. Make-up committee
10. Program committee
11. Invitations committee
12. Seating committee and ushers

The use of a large cast, chorus, and orchestra should make each member of the class an active participant.

All the activities mentioned above will need to be under faculty supervision, for the principal and his teachers are responsible to the school board and to the community for what is produced in the school. The faculty, however, does not need to be responsible for the construction of every sentence uttered by the students. Here is where many teachers make their greatest mistake; that is, by editing or rewriting the script to the point at which it is no longer the students' work. Such practices, done mainly to impress the community with the high attainment of the students and the high standards of the school, are downright dishonest.

**Formal Graduation Exercises.** *Importance of Graduation Exercises.* The crowning achievement of the whole commencement period, and indeed of the entire school career, is the graduation itself. This exercise is by no means of recent origin. Although the exact date of the first exercise of this type is not known, it is certain that commencements originated in the colleges and that they were held as early as the twelfth century in the English universities. These programs were made up of a procession, Latin and Greek orations and declamations, a prayer, and the awarding of degrees, the entire program being interspersed with the singing of Latin songs and instrumental music. Early high school graduations followed this program very closely. Sometimes the graduates were presented to the members of the school board, who awarded the diplomas. An address to the graduates by the principal or a prominent citizen soon became a standard practice. The most informal procedures become traditional, even ritualistic, if they are repeated often enough. In this way the high school graduation became a formalized procedure possessing little life or merit, designed to be impressive and often falling short because its

activities were too far removed from the life and experiences of the students. Thousands of high school salutatorians yearly "extend the friendly hand of welcome" to relatives and friends; thousands of class poets recite their meaningless doggerel to unreceptive ears, save for a doting parent; thousands of valedictorians rend the air with their adolescent formulas for setting the world straight, after which they bid a tearful farewell to their classmates and to the school which they have learned to love so dearly.

On the other hand, when the purposes and the importance of the graduation program are fully realized and the attainment of these objectives carefully planned, graduation becomes a most significant event. The graduation exercises themselves can be so impressive that what is done and said at this time does not soon pass from the memory. A sincere speaker who knows how to put himself across with young people can often make an "indelible" impression on members of the class. Fink<sup>5</sup> lists seventeen objectives for graduation programs in the order of importance as ranked by twenty-one college professors. They are:

1. To strengthen community-school relations
2. To interpret a school to its patrons
3. To promote interest in education generally
4. To honor the class generally
5. To provide for the class an educational experience in itself valuable
6. To offer an opportunity for active pupil participation
7. To encourage creative effort in a large range of activities
8. To present a program that grows out of pupil experience
9. To provide an opportunity for cooperative effort
10. To develop school morale
11. To emphasize the democratic ideal
12. To impress the graduating class with its obligations to society
13. To inspire the graduate to higher accomplishment
14. To present a carefully planned program that will provide a worthwhile experience for persons of varying backgrounds
15. To vitalize the year's work
16. To introduce to the audience the products of the school
17. To recognize meritorious achievement

**Dress and Accessories.** The independent schools usually cling to certain traditional dress. Most girls' schools dress their graduates in white with bouquets, usually of red roses. If the exercises are held at night boys often wear formals or dress uniforms. A few schools have surrendered to the informality of the times by permitting the boys to wear dark trousers, white shirts, and dark bow ties. In the independent school the students' desire to outdo each other in dress is not too obvious because most of the students come from similar economic levels. Fortunately in most public

<sup>5</sup> Fink, *op. cit.*, pp. 42-47, 116-134.



schools the fashion show and the desire to outdo all rivals in the matter of expensive clothes, jewels, and flowers have been stopped by regulations regarding the style, color, and material for girls' graduation dresses or by the adoption of the academic cap and gown. Many schools choose gowns of soft tones of gray, blue, or maroon, rather than black, which is a traditional collegiate garb. White is expensive and is considered by many to be in rather poor taste. Colorful tassels add interesting variety to the costumes, as do robes which use the school colors for decoration. All unnecessary display of dignity and social, economic, or racial distinctions should be eliminated. Robing the graduating class in academic gowns is probably the best and easiest means of eliminating inequalities in dress. Those who have the poor taste to deliver flowers and other gifts at the school should by no means have the satisfaction of a public presentation. All gifts should be sent to a certain designated classroom and held until after the graduation exercises have been concluded, at which time students may claim them.

*Contents of a Typical Graduation Program.* The essentials of a formal graduation program are as follows:

1. Entrance of graduates, sometimes followed by an academic procession of faculty, administration, and board members
2. Invocation
3. Salute to the flag and national anthem
4. Scripture reading or class recitation of Bible passage
5. Welcome speech (salutatory), sometimes preceded by a short welcome in Greek or Latin in long-established college-preparatory schools
6. Principal speaker
7. Special awards
8. Granting of diplomas
9. Farewell speech (valedictory)
10. School song
11. Benediction
12. Academic recession

Other items often included in the program are presentation of class gift to the school, recognition of faculty services, principal's charge to the graduates, class poem, and transfer of authority to the incoming class president. While all these activities are important and should be a part of the commencement-week ceremonies, they seem to be more appropriate at class day or at some other less formal event.

Usually the graduation program is interspersed with music. Except for the use of the school orchestra or band to play the processional, the recessional, and the national anthem, all the musical selections should be performed by the senior class. The hiring of a professional orchestra or vocal or instrumental soloists is extremely inappropriate. While there is

no objection to recognizing the musical talents of members of the senior class, too much music holds up the performance and bogs it down unless the music is very good. Above all the program should be kept to a reasonable length.

The principal or his commencement committee must ever bear in mind that it is possible to have too much even of a good thing. It is better to present a little thoroughly than much in a confusing manner. Two hours is long enough for any program to last. This means that not more than one hour and a half of actual performance time should be planned and a half-hour allowed for emergency. Program planning is one activity in which generosity becomes a vice rather than a virtue. Time regulations should be carefully worked out and rigidly adhered to. Student parts should be rehearsed, and time carefully checked. The outside speaker should be given a topic and a certain number of minutes in which to speak. Some committees purposely allow a speaker only twenty minutes and allow five minutes' overtime in preparing the time schedule of their program. It is better to dismiss five minutes early than to be five minutes late. Another place to save time is in the introductions. While the audience has a perfect right to know who the person is who is to address them, and why he was chosen for this honor, they will become extremely restive if they have to wait for the main speaker while the chairman rambles on, wasting precious minutes in remarks which are interesting and humorous only to himself. If there is a printed program, and the audience is reasonably intelligent, no other announcements need to be made. Graduation is not a floor show and needs no master of ceremonies. The practice of reading the names of graduates is fortunately going out of common use, especially in large schools where there are many graduates. If it is customary, it will be well to confine applause to the end of the reading of the names when all the graduates can rise and be presented with a diploma symbolically by the principal or the president of the school board.

The following five guides will be helpful to the program committee:

1. The program should be short.
2. The program should be understandable.
3. The program should be rehearsed.
4. The program should be vividly presented.
5. The program should be varied.

"It was an interesting and inspiring program, but a little too short" is the reaction desired from the audience after the event is over.

*Rehearsals.* On the day of graduation everything should go like clock-work. It should be apparent that all students know exactly what to do and when and where they are to perform in the graduation program. There should be no false steps, no missed cues, no muffed lines, and most important of all, no embarrassing waits. Nothing will spoil a program more

than long, unaccountable gaps during which the audience loses interest in the program and the performers do not seem to know what to do next.

To achieve such results requires cooperation of students and faculty alike. Careful planning by the program committee is essential. If individual parts are rehearsed beforehand and everybody knows what his responsibilities are, putting the program together should not take too long. The committee chairman should be in general charge and should be the final authority in all disputed matters. The various departments should fit in where needed. The English department will take care of the speech work. The physical-education department will direct marching, movement, pageantry, and mass formations. The music department will play the marches and direct the singing and other musical numbers. The art department will take care of simple decorations and will plan them to enhance the effect and not to hinder the movement of the participants.

Time spent in planning and in careful, unemotional rehearsals will pay big dividends.

*Commencement Speakers.* How many times has one been forced to listen to ready-made adolescent panaceas for the world's ills! "Where Are We Going?" "The Pathway to Permanent Peace," "What Is True Happiness?" "The Goal of Life," "What Is Wrong with the World?" "What Is True Democracy?" are actual titles of graduation addresses. It is to be feared that teachers and administrators who permit such topics to be discussed dogmatically by valedictorians are making a grave mistake. In the first place, they are encouraging students to practice superficial thinking and to make snap judgments from insufficient data or from no data at all. They are also giving students a false sense of their reasoning powers and a false sense of values. While such discussions may, on occasion, impress the naive and weak-witted citizens of the community, they succeed only in making the speaker a laughingstock before the intelligent citizens. Students should be encouraged to use their reasoning and creative ability upon topics within their comprehension and upon which they have a reasonable chance to succeed. There are many topics which are of vital interest to students, problems which demand the application of all the student's knowledge and all his skill in reasoning. The results of a community survey with regard to certain needs such as cleaner streets, better playground facilities, or a new school building make good topics about which to develop a graduation program. "A Day at Our School," "School Clubs," "The Courses We Have Taken," "Our School Library," and "Our Best-known Graduates and Teachers" are topics concerning the school itself which can be used as the central themes for graduation exercises. Whatever subject is selected, it should be one which capitalizes on actual student experiences either in the school or in the community. Since the historical field has been worked so much of late, it would be well to direct

the students to think in terms of comparative history or contemporary problems.

Such topics as "After Graduation," "The World and I," "Today's Youth Problems," "Our Further Educational Opportunities," "What Are Our Vocational Opportunities?" "How Should We Use Our Leisure?" and "What Does the Community Offer in the Way of Spiritual and Cultural Training?" should set the student thinking of further opportunities for self improvement. Since none of these questions has a ready-made answer, it is advisable that they be made the subject of careful study by the seniors and be presented in the form of a symposium or pageant at the graduation program. In this way students will have a long-range acquaintance with these problems. They will investigate them under the guidance of their teachers. They will form valuable contacts with outside agencies, which may lead to vocational placement or may assist in bridging the gap between the school and community recreation. The awarding of scholarships during the commencement period makes it possible for students to receive advanced education and training.

Another practice which has become popular in secondary schools is to have an address by an imported speaker or by a member of the school board. Many principals seem to forget that a man may be successful in business, a clear thinker—even a good writer—and yet a very poor speaker. In many cases these speakers have not as much to say as the students and say it not nearly so effectively.

A well-chosen speaker, however, with a good voice and an outgoing personality, who knows the purposes of American education and who understands youth, can deliver a message of great value.

Students and staff should plan cooperatively even in the selection of the outside speaker if there is one. All departments of the school should feel equally important in contributing knowledge and special skills to the success of the graduation adventure. Students for the various parts of the program should be selected by a joint faculty-student committee at regular auditions or tryouts.

*Diplomas, Awards, and Other Types of Recognition.* Students who have faithfully pursued a high school course, who have met all the requirements for graduation, and who have been useful citizens of the school community are indeed worthy of honor. Graduation is a time for honoring the graduates as a group rather than for honoring them as individuals. As much as possible should be done to foster this group spirit. For example, the names of the graduates should appear alphabetically on the program rather than in order of average or grouped according to courses. The fact that one student has learned more or has more ability than another will soon become apparent at work or in some higher school and does not need to be made an object of special mention on the program.

Many a school faculty makes itself ridiculous by awarding prizes to the best scholar, the best athlete, or the best something else. Later life has often proved the school to be wrong and has opened it up to unnecessary and unjust criticism. The excuse is that the chamber of commerce or some other well-meaning individual or group has given a prize with the injunction that it be given to the best. Everyone knows that it is almost impossible to choose the best and that averages carried out to a thousandth of a point are basically subjective. All awards which are to be determined upon a basis that is not educationally sound should be firmly and steadfastly refused. Only the most significant awards should be presented at graduation. The practice of awarding different certificates or diplomas to students according to the course they have pursued or the quality of the work they have done is becoming a common practice. Democracy's schools should think twice before making this custom universal.

If students are to be singled out for special honors, all those who have contributed to the reputation of the school, its scholastic standing, or its activities should be mentioned in some way. A customary method is to indicate members of the honor society by an asterisk before each name referring to a footnote at the bottom of the page. Another symbol can be used for outstanding school citizens, and a third for athletes. Ideally, every student should have contributed to the welfare of the school and should be honored upon graduation. An aristocracy of brains or brawn should be avoided. An unnecessary custom which has grown up in some schools is the ritual of receiving the diplomas, which seems to be thought the act of graduation itself. In some schools students are instructed to receive a beribboned dummy diploma in their right hand, to pass it to the next student with their left hand, and to change the position of the tassel from one side of the cap to the other while the dummy diploma flip-flops merrily from graduate to graduate. After this impressive ceremony they are supposed never to be the same again.

**Financing the Graduation Program.** Every year literally millions of dollars are spent on commencement activities in the United States. While it may be true that a student receives a greater thrill from his high school graduation than from graduating from higher institutions, there is no need for much of the needless extravagance of these affairs. Many students cannot afford such unnecessary accessories as flowers, new clothes, and expensive gifts. The real thrill of graduation, which comes when the student realizes that he is at a point in his life which marks at once the completion of a phase of general education and the beginning of a new adventure into professional training, business, or industry, is entirely lost in the embarrassment and chagrin of not being able to keep pace financially with his classmates. In order to overcome this difficulty many schools have set their seniors to the task of making money to pay for the graduation expenses by

such undignified practices as rummage sales; collection of old papers, iron, and rags; peddling of soap, matches, and other commodities; candy and cake sales; and tag days. But the worst offenses in this matter are including ads on the programs and charging admission to the graduation exercises. High school graduation is the culminating event in the educational offering of most communities. It is not an extra but an integral part of high school education, the time when the community puts its stamp of approval upon those who have successfully completed the system of free public education which it offers. These two words—free and public—furnish the key to the attitude which school boards should take toward graduation. Moneys should be allotted to the expenses of graduation just as they are allocated for any other budgetary items. Admission should be free and open to the public. All decent, respectable, law-abiding citizens should be free to attend the graduation exercises of the high school; and no student should be forced to stay away because he cannot bear the expenses of graduation.

The following items regarding the financing of the graduation program may be suggestive:

1. Graduation expenses, both personal and general, should be kept as low as possible.

2. Potted ferns and palms are adequate for a formal type of graduation and are much more appropriate than elaborate flower baskets, trellises, sky drops, and sunset and rainbow effects.

3. Uniform robes make a better appearance than elaborate dresses, especially since they can be worn by boys and girls alike. It is cheaper in the long run to rent these outfits, because the latest designs and fabrics can thus be secured. The school does not have the responsibility of storing, mending, and cleaning the garments, or of demoting them. Some schools arrange a deferred-payment plan with the manufacturer whereby the gowns become the property of the school after four or five rentals.

4. Students may be reasonably expected to pay their own personal expenses.

5. The school board should pay all program expenses, including speaker, diplomas, and printed programs.

6. When the senior class essays to give a pageant or other type of graduation program for which costumes and other theatrical supplies and stage equipment are needed, each student might be asked to supply his own costume, or a fee equal to the rental of gowns might be levied on all students and the combined sum applied to the purchase of the costumes and other equipment, the school board making up the difference. Many schools design and make their own costumes in costume clubs. This creates a useful and vital activity and considerably reduces the expense. In some cases in which the expenses of producing a graduation pageant

are very great, the cost of printing the programs has been taken care of by listing contributions under a caption such as "This printed program is made possible through the generosity of ——." This is not a desirable practice and should only be employed if there is no other way to secure funds.

**Graduation Concerns the Whole School.** Graduation is beginning to be considered as an all-school affair. A good plan is to have a committee of juniors to act as ushers, to take charge of distributing the programs, and to organize committees of the lower classes to take charge of ticket collection, parking, and guarding lockers and wardrobes.

Students should feel that the graduation accomplishes a worthy purpose and that it is worthwhile. In many cases attendance at graduation is compulsory, and all sorts of regulations, such as withholding the diploma for nonattendance, are made to force the graduate to appear. There must be something wrong somewhere with a program which students regard to be of so little importance that they are willing to absent themselves. On the other hand, a vitalized promotion program will be something to which community and students alike can point with justifiable pride.

A wholesome attitude toward the graduation program can be developed only if the whole school, both faculty and students, realize that this event is the culmination of the four years of school activity and the embodiment of its ideals. A heightened interest and sense of responsibility for the success of the graduation program will bring about a stiffening of school morale that few other activities will produce. To represent the school in its true and best possible light and to see to it that its seniors' last event is conducted with much force and dignity should be regarded as the responsibility of the whole school. Fortunate, indeed, is the school which can boast that the following three conditions obtain:

1. The theme of the graduation exercises is closely related to the policies and ideals of the school.
2. Every senior has a part in the program according to his ability. This statement refers to both the planning and the execution of the program.
3. Every department in the school and almost every teacher has a part in planning, preparing, or presenting the program.

## OTHER COMMENCEMENT ACTIVITIES

**The Baccalaureate Service.** The baccalaureate is an activity of the commencement period which has become traditional, especially in smaller communities or in schools of long standing. It is clearly a copy of a collegiate custom, as its name implies. If the custom is continued the name, which clearly refers to those who are about to take their bachelor's degree, should be dropped, and the term senior vespers, senior matins, senior

service, or senior sermon applied to it instead. Some educators seem to take an antireligious attitude toward this church service for seniors. It seems, however, that since American public education is desirous of bringing youth into contact with all good influences, there is no reason at all for discontinuing the custom. Certain safeguards need to be observed:

1. The service should be held in the high school auditorium or in some other public place, but not in a church building if several denominations are represented in the community.

2. The program should be carefully planned by a committee of local clergy, teachers, and students and should be checked and approved by the principal or superintendent.

3. Places upon the program should be distributed among the local clergy. If the local ministerial association represents all types of religion adhered to in the community, and if the president of this organization changes yearly, it might be advisable to have him make the principal address. Wherever possible it is well to have Jewish, Catholic, and Protestant clergymen represented on the program.

4. The principal address should be confined to the development of ethical character or to applied religion and should avoid all controversial subjects. It should not have any denominational slant. At least the outline of the talk should be submitted to the principal for his approval before it is delivered.

5. Singing should be by the class, the school music groups, and by the audience, not by one of the church choirs or even a combination of them.

6. Attendance should not be required of any student or faculty member, but should be entirely optional.

7. No offering should be taken.

8. The whole affair should be kept as simple as possible. There need be no elaborate decorations or programs.

In independent religious schools the baccalaureate service or senior mass is most appropriate. It will, of course, be conducted in the school's chapel or in a place of worship belonging to the religious group concerned. Senior mass is often followed by a communion breakfast. Senior vespers, when held in the afternoon, are sometimes followed by senior supper.

**Class Day.** Another popular activity of senior week, as it is sometimes called, is class day. This activity can serve a very useful purpose in personalizing the commencement activities when graduation itself, whether formal or presented dramatically, deals with the class as a group. If it is necessary to have a class history or a class prophecy, it can be read at class day. These traditional effusions are usually so trite and so inane that many educators regard them as useless and recommend that they be dropped from the class-day program. The practice of presenting knockers, or small inexpensive articles which characterize the personality or the ambitions



of the students, is also becoming a thing of the past. There is no particular educational advantage to be gained by adhering to this custom. Often the knockers are inconsiderate, crude, and even vicious; and all they do for the student is to test whether "he can take it on the chin" before a large audience. In a large school where there are as many as five hundred graduates or more, the whole thing loses any significance it might have had. If tradition and the pressure of alumni groups is so great that this performance cannot be discontinued, it should be confined to the home room and should be strictly supervised by the home-room teacher.

Class day rightly conceived should be a day for honoring students who have distinguished themselves scholastically, in athletics or as school citizens. It should be a day for recognizing what the school has meant to the students, and for pledges of continued loyalty to the school and to its ideals. All awards of whatever nature can be made at this time, for it is in rather bad taste to single out a few students for special honor at a graduation exercise in which the class reacts as a unit. This is also a good time to present the school gift with expressions of appreciation on the part of the student officers and for acceptance by the principal with appropriate remarks. It is also a good time to recognize outstanding efforts of members of the faculty on behalf of the graduating class. Transfer of authority from the president of the graduating class to the incoming officers may well be a part of the program. The function of the alumni society and how it is organized may be made an important part of the program, and students may be told how to become members. After the class-day program, it is customary for the alumni association to entertain the graduates, their parents, and members of the faculty at a tea or a dance with a light supper.

**The Senior Trip.** The class trip should extend the senior's experience beyond the bounds of his own community. For many students it will be the first trip without the family or without visiting relatives or friends. Chaperons should try to give each student as many new wholesome experiences as possible. On the class trip the seniors should feel the pulse of America; and persons, places, and institutions about which they have studied should come alive. Signing the hotel register, ordering one's own meals, taking care of one's belongings, keeping one's appointments, adjusting to new environments—these and many others are also outcomes of the class trip.

The length of the class trip will depend upon four things: (1) finances, (2) length of time to be devoted to the trip, (3) cooperation and adaptability of the group, and (4) experience and ingenuity of the sponsor.

Many groups east of the Mississippi visit Washington. Groups also visit state capitals, large cities, natural wonders, national parks, or seaside, lake, or mountain resorts.

Trips vary in length from half a day to several months. Most trips are

planned for three or four days. Trips extending over considerable areas and periods of time are becoming increasingly common in both public and independent schools throughout the country. McKown<sup>6</sup> reports a trip of 4,000 miles made by thirty-six seniors from the Whitewater, Kansas, High School in 1936. These trips are usually taken during the summer vacation between the junior and senior years. Shorter trips are often planned during mid-terms, during Christmas or spring vacation, or over week ends. Those who favor trips early in the senior year point out that the experience students gain can be drawn upon in their schoolwork during the remainder of the year.

Senior trips are financed in many ways. Sometimes seniors pay their own way, either in a lump sum or through weekly dues begun early in the school year. Some students have school bank accounts to save for senior expenses. Some schools provide work opportunities in the school and community through their counseling service. In other cases students are expected to pay their own personal expenses, while the major expenses—food, lodgings, transportation, and entrance fees—are paid for from a common fund. Selling poultry, livestock, vegetables, dairy products, candy, magazines, school supplies, and old newspapers are individual money-making projects. Group projects include exhibitions and solicitations at state fairs; bake sales; cafeteria suppers; selling hot dogs, candy, and soft drinks at school games and local affairs; giving a movie benefit; putting on a class play; and serving in the cafeteria.

Sponsors for the senior trip are usually the senior adviser and a number of teachers who have had considerable experience with trips. On occasion parents and school-board members accompany the class, especially if they furnish cars or the trip is extended over a considerable period. A number of bus companies and travel agencies arrange trips, including all details. Nobody should take a large number of students anywhere without having been there himself or without having arranged everything to the smallest detail with expert advice. Although schedules should be worked out in detail they should provide as much free time and free choice as the students are capable of. Rules should be few, definite, clearly understood by all, and enforced to the letter. Chaperons assume great responsibilities when they agree to take students on trips, and they need their utmost cooperation. Each student should know that he represents not only himself, but also his parents, his community, and his school. If a class embarks on a trip as an important educational adventure rather than as a chance to have a good time away from home, the educational outcomes will be positive and far reaching.

**The Senior Play and Dance.** Another important activity is the senior

<sup>6</sup> Harry C. McKown, *Extra-curricular Activities*, p. 329, The Macmillan Company, New York, 1940.

dance, which is sometimes connected with the senior play or the senior dinner. This event is usually held during commencement week, but occasionally the juniors give a prom to the seniors about mid-year. This practice is a good one because it distributes the expenses and the activities over a longer period. The senior play and dance should not be confused with the senior play, given often in mid-winter to raise funds for graduation expenses. The senior play which is given in connection with the dance is for the entertainment of the seniors and their guests. Generally speaking, it should be a fantasy, a musical comedy, or a farce and should be played by seniors. It should be short, and its mood should be gay and in keeping with the occasion. The senior play should be given in the school auditorium, and the dance should follow immediately in the gymnasium.

If a dinner is given in connection with a dance it is quite appropriate that it be held in a country club or hotel. Unless the dinner is a very special occasion with beautiful and correct service there seems to be little use in having it. When the dance is given in a hotel or club there are many problems and expenses, especially in connection with union regulations. For example, many hotels and clubs require union orchestras of specific size and price. If tradition demands a hotel setting and formal attire for this event, cost to the members of the class will be considerable.

A better practice, which is growing in popularity, is to have the dance in the school gymnasium. For much less than the cost of rental of a ball-room the gymnasium can be transformed into a festive place. If the school possesses a dance band that is good enough there is no reason why it should not play. Record dances are not festive enough for the occasion. The faculty has control over the students, the friends they invite, and their conduct while in the school. Two or more faculty men and women are needed as chaperons. Punch and cookies are often served as refreshments—of course, at no extra cost.

Since students usually like to make a night of it, PTA's in some public high schools arrange postdance activities ending with a breakfast in the school cafeteria just before daybreak. This keeps students from visiting roadhouses and hamburger diners and thereby reduces the possibilities of automobile accidents. In a small, independent country day school for girls near Philadelphia, the seniors and their parents arranged doughnut and coffee parties, hamburger and doggie roasts, swimming parties, and breakfasts at each other's homes.

The authors do not recommend that students be encouraged to stay out all night. The senior dance should be a memorable event, and what occurs before and after it should be planned to add to the wholesome enjoyment of the occasion.

Some school administrators recommend that the commencement activities be spread over a year at least in order to preserve the mental health

of both students and faculty and to keep the school running normally at all times. Others believe that the cumulative effect of many activities during the last two weeks of the school year makes such a deep impression that the students remember them as long as they live. They believe that when the commencement exercises are all over the student should be swept off his feet, breathless, tired, but happy, and realize that he has had a most enjoyable, exciting, and successful experience—one which can never again be repeated.

**Junior High School Promotion Programs.** Graduation exercises or commencement day in the elementary or the junior high school is entirely out of place. Students who have completed the activities of these schools should be impressed with the need for continuing education. In most cases school compulsory-attendance laws do not permit children to leave school at the completion of the junior high school, so that all the students are compelled at least to begin the next phase of the formal educational program. It is natural, on the other hand, that before students separate into more specialized courses, some of which are given in different schools, they wish to express appreciation in some formal way for the work of the faculty in preparing them for the next step. Names like "promotion program," "leaving day," "junior high day," and "closing exercises" are more appropriate than graduation or commencement. An excellent closing exercise might be a very plain program in which the ninth graders sit together in the front of the assembly, sing a number of chorus selections, and present the school with a gift. After the gift has been received with gracious words by the principal he introduces the senior high school principal, who greets this new portion of his student body and tells them some of the interesting things about their new school. A program setting forth the activities or the ideals and purposes of the junior high school is also very appropriate. No formal diplomas should be issued. Transfer cards which, when recorded and signed by the officials of the new school, can be retained by the student are fitting mementos of the completion of the junior high school career.

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## CHAPTER 16

### *Activities in Cooperating Agencies*

Many will agree that one of the most important responsibilities of the American people today is the education of coming generations. No longer is this responsibility delegated to the traditional community educational institutions: the home, the church, and the school. Many institutions are anxious to have a share in molding the minds and habits of youth. Such organizations may be conveniently considered as religious, educational, fraternal, patriotic, scientific, business, labor, social, welfare, racial, nationalistic, service, governmental, and political. For the most part these organizations are motivated by the highest ideals, but on occasion elements of self-interest are evident.

It is the ideal of modern schoolmen that the curriculum of the secondary school should be made vital in every possible way and be related to immediate student and community interests and needs. Certainly it is most desirable that every possible resource—local, state, national, and under certain conditions even international—be utilized to accomplish these objectives. But because the school has certain aims which have been developed over long periods, not only by tradition but by much scientific investigation, and because the school has the duty of passing on the accumulated heritage of the race to future citizens it is important that extreme care be exercised with regard to the amount and kind of services outside organizations should be allowed to render.

As has been said above, the principal is the responsible head of the school. It is his duty, with the advice of responsible educators and citizens, to select such organizations as will enhance the effectiveness of the educational program and to invite their participation. The purpose of this chapter is to review youth-serving organizations and to develop criteria under which they can participate most effectively in the school program.

**Youth-serving Organizations.** The American Youth Commission has been surveying youth-serving organizations since 1937. The most recent survey (1948) shows that fourteen of the "largest youth-membership organizations" enrolled 29,445,425 members; eleven of the "larger organizations of adults concerned with youth" list 55,188,472 members; and fifteen "pro-

fessional or quasi-professional organizations concerned in part with youth" have a membership of 785,139.<sup>1</sup> Chambers further groups these youth-serving organizations into nineteen classifications which are broken up into 238 groups—truly a tremendous potential for the democratic education of American youth. A list of such organizations, though by no means complete, suggests the diversity of interests represented in these groups.

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American Legion Auxiliary (1919), Indianapolis 7, Ind. Mrs. E. A. Homer, national president; Mrs. Jane Gould Reshworth, national secretary.

American Youth Hostels, Inc. (1935), Northfield, Mass. Monroe W. Smith, executive director.

Boys' Clubs of America, Inc. (1906), 381 Fourth Avenue, New York 16, N.Y. David W. Armstrong, executive director.

Boy Scouts of America (1910), 2 Park Avenue, New York 16, N.Y. John M. Schiff, president; Dwight D. Eisenhower, honorary president.

Camp Fire Girls, Inc. (1910), 88 Lexington Avenue, New York 16, N.Y. Martha F. Allen, national director.

Cum Laude Society (1906), Deerfield Academy, Deerfield, Mass. Esley F. McCormick, secretary general.

Daughters of the American Revolution (1890), 1776 D Street, N.W., Washington 6, D.C. Mrs. James B. Patton, general president; Mrs. Warren Shattuck Currier, recording secretary general.

4-H Clubs, Extension Service, U.S. Department of Agriculture, Washington 25, D.C. Dr. M. L. Wilson, director.

Future Farmers of America (1917), Alexandria, Va. John Farrar, director of public relations.

Future Homemakers of America, Inc. (1945), U.S. Office of Education, Washington 25, D.C. Marguerite Scruggs, national adviser.

Future Scientists of America Foundation, an activity of the National Science Association, 1201 Sixteenth Street, N.W., Washington 6, D.C. Harold E. Wise, president; Philip G. Johnson, chairman.

Future Teachers of America, National Education Association, Washington 6, D.C. Joy Elmer Morgan, chairman. The Future Teachers organization grew out of the Horace Mann Centennial in 1937.

Girl Scouts of the U.S.A. (1912), 155 East 44th Street, New York 17, N.Y. Mrs. Roy F. Layton, president.

<sup>1</sup> M. M. Chambers, *Youth Serving Organizations*, 3d ed., American Council of Education, Washington, 1948

- Hi-Y and Tri-Hi-Y** (1911, 1932), National Council of Young Men's Christian Associations, 291 Broadway, New York 7, N.Y. George B. Corwin, secretary for youth program.
- Junior Achievement, Inc.** (1919), 345 Madison Avenue, New York 17, N.Y. Larry C. Hunt, president; E. B. Freeman, secretary.
- Junior Red Cross** (1917), 17th and E Streets, N.W., Washington 13, D.C. Livingston L. Blair, vice-chairman.
- Kiwanis International** (1915), 520 North Michigan Avenue, Chicago 11, Ill. Walter L. Ray, international president; Donald T. Forsythe, international secretary.
- Lions International** (1917), 332 South Michigan Avenue, Chicago 4, Ill. Edgar M. Elbert, president; William R. Bird, secretary.
- National Association of Student Councils** (1931) of the National Association of Secondary-school Principals, 1201 Sixteenth Street, N.W., Washington 6, D.C. Gerald M. Von Pool, director of student activities.
- National Congress of Parents and Teachers** (1897), 600 South Michigan Boulevard, Chicago 5, Ill. Mrs. Lucile P. Leonard, national president, Mrs. Russell C. Bickel, secretary.
- National Grange** (1867), 744 Jackson Place, Washington 6, D.C. Herschel D. Newsom, master.
- National Honor Society of the National Association of Secondary-school Principals**, 1201 Sixteenth Street, N.W., Washington 6, D.C. Paul E. Elicker, secretary.
- National Junior Honor Society of the National Association of Secondary-school Principals**, 1201 Sixteenth Street, N.W., Washington 6, D.C. Paul E. Elicker, secretary.
- National Self-government Committee** (1904), 80 Broadway, New York 5, N.Y. Richard Weller, founder; Lyman Beecher Stowe, chairman; Sophia Pollack, secretary.
- National Thespian Society** (1929), College Hill Station, Cincinnati 24, Ohio. Leon C. Miller, secretary-treasurer.
- New Farmers of America** (1935), Federal Security Agency, Washington 25, D.C. W. N. Elom, program-planning specialist.
- New Homemakers of America** (1945), U.S. Office of Education, Washington 25, D.C. Marguerite Scruggs, national adviser.
- Rotary International** (1905), 35 East Wacker Drive, Chicago 1, Ill. H. J. Brunner, president; George R. Means, secretary.
- United States Junior Chamber of Commerce** (1920), 21st and Main Streets, Tulsa, Okla. Gene Trumble, program manager, U.S. Jaycees.
- Veterans of Foreign Wars** (1899), Kansas City 2, Mo. Paul Everhart, adjutant.

**Educational Associations.** Some of these organizations are sponsored by departments of educational associations of national scope. Chief among



these are the American Council on Education and the National Education Association.

*The American Council on Education.* The American Council on Education was organized in 1918 with a staff of thirty who serve organizations, institutions, associations, agencies of higher education, state departments, private secondary schools, public schools, and private-school systems.

The purpose of the council is "to advance American education in all its phases" through voluntary cooperative action by means of committees and commissions. Youth problems, motion pictures on education, guidance, measurement, accrediting procedures, etc., are aspects of the work carried on by these committees.

*The National Education Association of the United States.* Organized in 1857, the NEA has a membership of over four hundred thousand engaged in some aspect of education. The association has fifty-two affiliated state associations, including the District of Columbia, Alaska, Hawaii, and Puerto Rico. There are some two thousand local affiliates and twenty-nine departments served by a staff of 270. Its purpose is "to promote the interests of the teaching profession and to advance the cause of education."

These two organizations, their affiliates, and other similar groups sponsor activities which are directly related to the program of studies.

*Other Associations.* In music, the Music Educators National Conference holds local, state, and interstate festivals and competitions; the National Music Week Committee, the National Music Camp Organization, and the Department of Music in the NEA are greatly concerned with the educational and cultural development of music.

In speech, the Speech Association of America, the Radio Education Committee, the American Educational Theatre, and the National Thespian Society cooperate with the National Council of Teachers of English in promoting better speech habits, etc.

The school press is aided by the Department of Journalism and the National Association of Journalism Directors, who cooperate with the National Council of Teachers of English in promoting the school newspaper, magazine, and yearbook. The Columbia Press Association and the National Scholastic Press Association are rendering a true service in promoting school journalism.

In art, the American Federation of Arts, the NEA Department of Art Education, and the Industrial Arts Association are encouraging students to excel through exhibitions, poster contests, competitions, etc.

In science, social studies, mathematics, home economics, industrial arts, language, and agriculture, the various departments of the NEA are stimulating interest and enthusiasm by means of vitalized teaching procedures and through scholarships, prizes, and awards; this is especially true of agriculture in the Future Farmers and the New Farmers of America.

In physical education, the American Association for Health, Physical Education, and Recreation is doing research, studying trends, setting standards, and promoting athletics and recreation.

For interscholastic athletics, regional, state, and national organizations formulate eligibility rules, control types of equipment used, and ensure the health of the players.

Colleges, universities, and higher technical schools set up entrance requirements which affect the formal offering of the school directly and the activities program indirectly. Intercollegiate social fraternities often reach down into the secondary school to influence its social activities.

The Council of Guidance and Personnel Association is composed of ten groups, all of which set up principles, practices, and professional standards in the guidance and personnel fields.

The National Scholastic Honor Society for public junior and senior high schools and the Cum Laude Society for independent schools aim to create enthusiasm for good scholarship, to promote leadership, and to develop character in their respective schools.

The Association of Student Councils fosters leadership, personal growth, civic-mindedness, self-discipline, and devotion to the ideals of education and the spirit of democracy through frequent publications, regional conferences, and an annual national convention.

The National Congress of Parents and Teachers, with a membership of approximately four million, strives to promote the welfare of children and youth in home, school, church, and community; and to develop between educators and the general public united efforts that will secure for every child the highest advantages in physical, mental, social, and spiritual education.

The General Federation of Women's Clubs is concerned with childhood and youth education, child welfare, and youth conservation. A scholarship program is aiding thousands of students at home and abroad.

**Service Clubs.** Another large group of organizations which sponsor programs for youth along with their other activities are service clubs. Most service clubs are international in scope and endeavor to promote service, good will, patriotism, citizenship, health, recreation, and scholarship. Among the most active are:

1. The Civitan International, with its citizen program emphasizing patriotism
2. The Kiwanis, with its philosophy of the golden rule
3. The Lions, with its central American membership and universal outlook
4. The Optimist Club, with its slogan "Friend of the Boy"
5. The Rotary, with its counseling program and youth work
6. The Junior Chamber of Commerce, with its community campaigns

7. The Zonta International of business and professional women, with its program of child care and recreation

The service clubs support worthy community projects and drives, work with clubs for boys and girls, assist in establishing youth centers and hostels, and promote community sports and recreation.

**Religious Groups.** In the study previously mentioned, Chambers <sup>2</sup> lists forty-five youth-serving religious organizations: twenty Protestant, sixteen Jewish, and nine Catholic. Each of these groups is interested in indoctrinating youth into its own specific creed and beliefs. Only a few groups accept individuals of other faiths. Among the aims and purposes of the religious groups are the following:

- |                        |                       |
|------------------------|-----------------------|
| 1. Christian character | 10. Reverence         |
| 2. Citizenship         | 11. Self-reliance     |
| 3. Cooperation         | 12. Self-respect      |
| 4. Courage             | 13. Service to others |
| 5. Ethical character   | 14. Social adjustment |
| 6. The golden rule     | 15. Social courtesy   |
| 7. Helpfulness         | 16. Spiritual ideals  |
| 8. Patriotism          | 17. Tolerance         |
| 9. Physical fitness    | 18. Understanding     |

Although their names would suggest otherwise, the YMCA and the YWCA claim that their groups are open to all without regard to creed. It is on this ground that some administrators accept the Hi-Y, the Junior Hi-Y, and the Gra-Y for boys and the Tri-Hi-Y and the Y-teens for girls. The Camp Fire Girls, which enrolls girls between seven and eighteen, regardless of race or creed, aims to perpetuate the spiritual ideals of the home and to develop good health habits and character. The authors do not know of any Jewish or Catholic groups sponsored by public schools, although such groups probably exist, and should do so, provided that membership is open to all regardless of race, color, or creed. It is well in this connection to bear in mind that although the development of high moral and spiritual values is one of the most important aims of American education, the public school cannot tolerate activities or organizations that are divisive or doctrinaire. On the other hand, denominational religious thought should permeate the entire program of denominational schools, since parents often send their children to these institutions so that they are firmly grounded in their faith and guarded from the influences of all others.

**Patriotic Organizations.** The organizations that rank high in patriotism are the veterans' groups and those which stress loyalty and devotion to the cause of liberty and the democratic way of living.

<sup>2</sup> Chambers, *op. cit.*

The American Legion is a great force with its more than three million members. Its purpose is "to uphold and defend the Constitution of the United States of America; to maintain law and order; to foster and perpetuate a one-hundred percent Americanism."

The American Legion Auxiliary, with approximately a million members, has the same purposes as the Legion; the Auxiliary sponsors the poppy poster contest and Girls' State, in contrast to the Legion's Boys' State; these are intended to inculcate a sense of individual obligation to community, state, and nation. The Auxiliary conducts contests and other cooperative programs with the schools. Both are active in promoting Boy Scouts, Girl Scouts, and other activities within the community.

The Veterans of Foreign Wars, with a membership of over two million in the United States and its possessions, is a patriotic, fraternal, historical, and educational organization. The VFW pledges true allegiance to the government of the United States of America and fidelity to its Constitution and laws. The VFW have over three hundred types of community services, including recreation, boys' and girls' clubs, and trips. In the schools it gives students certificates, medals, and plaques for citizenship.

The Patriotic Order Sons of America and other fraternal organizations stress citizenship, patriotism, and loyalty to state and nation. Some of these fraternal orders conduct essay and poster contests through the schools.

**Governmental Agencies.** Local police and fire departments are anxious to cooperate with the schools in safety education. State departments of police assist in driver education. The personnel of local, state, and federal courts exercise a regulatory, protective, and sometimes punitive function for the benefit of childhood and youth. Other federal departments and agencies also sponsor organizations for youth.

The 4-H Clubs, organized in 1907, is sponsored by the Department of Agriculture. It has a membership of approximately two million boys and girls between the ages of ten and twenty-one in all states and territories of the United States. It aims to give useful and practical instruction in agriculture and home economics to those not attending college; and to develop leadership and useful citizens, physically, mentally, and spiritually, through a program of demonstrations, projects, social activities, field trips, and camping. There are no racial or religious barriers to membership in the national 4-H clubs.

The significance of the 4-H is explained in the pledge: I pledge

my *Head* to clearer thinking

my *Heart* to greater loyalty

my *Hands* to larger service, and

my *Health* to better living for my club, my community, and my country.

The Future Farmers of America, begun in 1917 and chartered in 1950,

is a national farm-boy organization with 8,498 local chapters and a membership of 352,916; its objective is to develop leadership, cooperation, and citizenship among agricultural workers. Chapters may be organized in schools where agricultural courses are given. Annual local, state, and national FFA projects are boy-initiated and self-supporting. National dues are 10 cents a year per member. State-wide camps combine recreation and leadership training. Monetary awards, medals, and certificates are presented. Club colors are national blue and corn gold. Its motto is:

Learning to do  
Daring to serve  
Earning to live  
Living to serve

Other similar organizations which have developed since the enactment of the Smith Hughes Act (1917) and subsequent legislation are New Farmers of America for Negro youth, Future Homemakers of America, and New Homemakers of America.

**Commercial Organizations.** Many commercial organizations encourage students by enlisting their interest in home economics; arts and crafts; writing essays, poetry, and short stories, science, mechanics; salesmanship; and radio and television. Many of these experiences vitalize teaching and deepen student interest. Promising students are encouraged through scholarships, prizes, and awards. The activities of the Junior Chamber of Commerce and the National Association of Manufacturers are noteworthy, as are those of Junior Achievement, Inc., established in 1919. This organization enrolls 15,625 boys and girls between the ages of fifteen and twenty-one in sixty-seven communities in twenty-two states. The organization attempts to train teen-agers in the ways of business by encouraging them actually to run miniature enterprises of their own. These companies make simple products in wood, plastics, leather, and chemicals. Radio workshops and journalism are also included. All the activities of big business, including stockholders' meetings, are carried out in detail. Members compete for annual prizes and scholarships.

Americans for Competitive Enterprise System, Inc. (ACES), founded in 1951, is one of the newest organizations of this type. School classes visit industries, the operations of which are explained. Upon the students' return to school the organization and economics involved are discussed.

**Other Agencies.** Many other agencies, such as the National Recreation Association with its objective of giving every child in America a chance to play, the American Automobile Association with its program of traffic safety and driver education, and the World Affairs Councils sponsored by the United Nations with their objective of understanding among the free nations of the world, deserve mention here. It is supposed that national labor organizations will also develop in-school programs for youth.

**Welfare Agencies.** The four organizations with the largest membership and widest youth programs are the Boys' Clubs of America, the Boy Scouts, the Girl Scouts, and the Junior Red Cross.

**Boys' Clubs of America.** Boys' Clubs of America, Inc., enrolls boys from eight to twenty in thirty-seven states and Hawaii. The first club was organized in Hartford, Connecticut, in 1860. The movement now enrolls nearly 370,000 boys in 375 clubs.

Boys' Clubs purposes are to promote health and the social, educational, vocational, and character development of boys through a program which includes health examinations, dental services, arts and crafts, sports, dramatics, music, reading, games, social activities, and camping. Non-competitive standards of achievement promote excellence in each field. The national office maintains a staff of experts for consultation on every phase of the program. Monthly and special service bulletins are published. Awards are made to Boys' Club workers at annual meetings.

**Boy Scouts of America.** The Boy Scouts of America, organized in 1910, has a total membership of 3,183,266 in 55,000 troops in 542 local councils throughout the United States and territories; 832,669 volunteers are supervised by a professional staff of 2,624 scout executives.

The total boy membership of 2,350,597 is divided into three groups: cub scouts, ages eight to eleven; boy scouts, ages eleven to thirteen; and explorer scouts, age fourteen and over. The PTA administers about 4,500 of the 6,500 troops, which are affiliated with the public schools.

Activities include handcraft, hiking, sports, camping, signaling, wood lore, first aid, arts and crafts, seamanship, and aviation. An elaborate system of awards is provided for advancement from cub to eagle scout. The Alpha Phi Omega Fraternity keeps the spirit of scouting alive on college campuses. Most noteworthy in the scouting program is its emphasis on service and on individual self-improvement.

**Girl Scouts of the United States of America.** The Girl Scouts, organized in 1912, includes nearly 1,500,000 girls and 400,000 adult members organized into 68,479 troops in the United States and territories. The program is divided into brownies, ages seven to nine; intermediate scouts, ages ten to thirteen; and senior scouts, ages fourteen to seventeen. It embraces eleven fields; namely, agriculture, arts and crafts, community life, literature, dramatics, music, dancing, nature, out-of-doors sports, and games. Leadership is volunteer, supervised by a group of experts. Awards consist of proficiency bars for skill in any of the eleven fields, scholarships, and the Bronze Cross for life saving. Over 40 per cent of girl-scout troops meet in schools.

**Junior Red Cross.** The American Junior Red Cross was organized in 1917. In 1946 the estimated enrollment was 19,326,747 students in 124,186 public, private, and parochial elementary and secondary schools in the United

States and its territories. The organization functions only through the schools. Dues are 50 cents a year for each elementary classroom and \$1 for every hundred secondary school students. There are no individual dues. Activities include service to local institutions and during national emergencies; international activities such as packing gift boxes, educational material, and health supplies for children overseas; and maintaining a national children's fund for the support of projects designed to aid in the physical and educational rehabilitation of young people in this country and abroad.

### COORDINATING YOUTH-SERVING ORGANIZATIONS

There is a great need for coordinating the activities of youth-serving organizations. Such groups as the following are encouraging.

The National Social Welfare Assembly, Inc. (1946), consists of sixteen national youth-serving organizations embracing many of the clubs and groups which are closely associated with and belong to many secondary schools. The assembly includes the following organizations:

Junior Red Cross (1917)  
Boys' Clubs of America, Inc. (1906)  
Boy Scouts of America (1910)  
4-H Clubs (1907)  
Future Farmers of America (1928)  
New Farmers of America (1935)  
Future Homemakers of America (1945)  
New Homemakers of America (1945)  
National Jewish Welfare Board (1913)  
Girl Scouts of the United States of America (1912)  
Salvation Army (1865)  
United Christian Youth Movement (1934)  
YMCA (1866)  
Hi-Y, Tri-Hi-Y (1911 and 1932)  
YWCA (1906)  
National Federation of Settlements (1911)

The Welfare Assembly has many activities, among which are the inter-organization of neighborhood or county-wide youth councils, the publication of program projects for youth, and the study of opportunities for youth participation in program and policy making of the member organizations.

**Recommendations for Participating in National Contests in Schools.** Several years ago there was an insistent demand by many school admin-

istrators that the National Association of Secondary-school Principals study the growing issue of all kinds of nonathletic contests that were being brought to the secondary schools in increasing number annually. A national contest committee was appointed to make a thorough study of the prevailing national contest situation. In general it found that many school principals and teachers were opposed to national contests, especially the essay type of contests. All schools seemed to have past experiences in which pressures were put on the school to participate and "give itself over" to the benefits promised school youth, even if the contest carried some implied and subtle commercialism or propaganda. The committee, however, found that there were many national contests that were relatively free of commercialism and propaganda and that both the school and youth would have a beneficial educational experience in participation in some national contests regardless of prizes won. The committee recommended:

### 1. School participation

- a. On a national basis—that a school confine its participation to those national contests that are currently placed on the approved list by the National Contest and Activities Committee
- b. On a state basis—that schools limit their participation in contests and activities sponsored by their own high school organizations within the state in preference to any activities sponsored by other agencies. Many states evaluate and approve state-wide or local contests and activities, and approved lists are available from officers of state high school organizations.

### 2. Student participation

- a. That, if a school participates in any contest or activity outside the state, no student should be absent from school more than five school days for a single contest or activity.
- b. That an exception for an individual contestant be made if successive steps are required to determine the winner of a national or regional contest.
- c. That no high school should enter more than two regional or two national contests per year in which ten or more students from that school are involved initially, except scholarship contests.
- d. That no individual student should participate in more than one contest in each of the six categories on the approved list except where scholarships are involved.

### 3. Essay contests

That a school should not participate in more than one essay or forensic contest each semester. (Fewer than five students in each school shall not be considered official school participation.) Participating in essay



contests is generally regarded as of questionable educational value because the winning of awards through essay contests has tended to encourage plagiarism and dishonesty.

#### **4. School policy**

That all secondary schools take a firm and consistent position on non-participation in unapproved national and state contests and activities.

**Approved National Contests.** The National Contest and Activities Committee has set up criteria which serve as an educational guide to business and industry of the kind of contests the schools desire and need. These were developed and revised out of the experience of those who had the greatest experience in national contests. The following criteria are used by the National Contest and Activities Committee in evaluating all national contests for placement on the Approved List of National Contests for Secondary Schools:

1. The purpose and objective of any contest or similar activity must be sound and timely:
  - a. The contest must be a worthy activity.
  - b. The activity must be stimulating to student and school.
  - c. All contests must be desirable activities for the schools.
  - d. The activity and award should be philanthropic whenever possible:
    - (1) Scholarships for worthy students.
    - (2) Useful prizes and awards.
  - e. The educational values must always outweigh commercial aspects of activity.
2. A contest or similar activity should be well planned and have adequate and impartial evaluation.
3. Contests should not duplicate other contests or activities sponsored by other organizations. The same organization should not conduct more than one national contest in the same school year.
4. Awards and prizes, soundly and fairly determined, must be adequate in number and amount.
5. The contest must not place an excessive burden on student, teacher, and/or school. School or student should not be required to pay a fee to participate in a contest.
6. The contest must not require excessive or frequent absence of participants from school.
7. The subject of an essay or similar contest must not be controversial, commercial, or sectarian. Propaganda, good or bad, should be avoided.
8. The organization offering the contest or other similar activity must be engaged in a creditable or generally acceptable enterprise or activity, regardless of the kind and character of prizes offered.

Each year the National Association of Secondary-school Principals publishes a list of approved contests which may be secured through their national office.

**Bases for Cooperation.** Having surveyed school youth-serving organizations it will be well to consider in what ways the school can cooperate with them most effectively. Certain advantages are apparent instantly.

Cooperating with nonschool organizations:

1. Arouses the interest of important groups in the school and enlarges the sphere of its influence. Interest in any project increases in relation to the time, effort, and money one invests in it. Schools should bear this in mind when arranging for the participation of local groups and service clubs.

2. Enriches and vitalizes the school's program. Scientific organizations, municipal departments, industries, and the like often provide materials and speakers which can be geared directly to the activity program.

3. Provides additional personnel for carrying out the extraclass program. Many organizations provide speakers, demonstrators, and professionally trained leaders who can augment the faculty under certain conditions.

4. Provides a motivating force for school activities. Prizes and awards, though admittedly not the best motivation, give additional stimulus to classwork.

5. Furnishes a basis for comparison and an incentive for growth. National contests, especially in music, art, and creative writing, give students an opportunity to study the work of other high school boys and girls, and the judges' evaluations are valuable guides to teachers.

6. Provides a ready-made program. If a school has no activity program it might be well to study and adopt in whole or in part such fine programs as are provided by groups like the 4-H Clubs, the Boy Scouts, and the Junior Red Cross.

7. Stresses activity rather than formal learning. Most youth-serving programs are built upon the principle of learning by doing. The program of Junior Achievement, Inc., is a point in instance which will vitalize business instruction.

8. Encourages leadership and promotes the social life of the school. The activities of the National Honor Society is an example.

On the other hand, there may be certain dangers and disadvantages in such cooperation, for example, such cooperation often:

1. Presents the problem of the unqualified leader for school activities. Enthusiasm or special competence in a field should not be allowed to offset illiteracy, or lack of knowledge of adolescent psychology or methods of teaching.

2. Presents a ready-made plan which may not be suitable to the school

or in accord with its philosophy. Programs formulated by national committees for the average situation can rarely be adopted without modification to local conditions, but some organizations insist that their programs be adopted *in toto*.

3. Tends to promote favoritism, cliques, and disunity in the school. Secondary schools should avoid participating in programs which appeal to restricted social, political, economic, racial, or religious groups.

4. Tends to weaken the principal's control over the whole educational program. Overzealous workers in some of the programs mentioned above have attempted to administer the school in the interest of their activities.

5. Tends to throw the educational objectives of the school out of focus. The school has certain responsibilities for the education of its students which cannot be constantly set aside for projects, no matter how interesting or valuable they may be.

6. Leads to the exploitation of children and teachers. This is especially true of contests, as the National Association of Secondary-school Principals rightly points out.

7. Makes the school a target for propaganda and advertising. No organization whose aims and purposes are dissimilar from those of the school should be allowed to operate within the secondary school, nor should schools assist in advertising or selling any product, regardless of the inducements offered. The profits on the products sold are frequently many times greater than the scholarships offered.

8. Tends to create jealousy, prejudice, and rivalry. Local, state, and national contests, when strictly competitive, often cause unwholesome rivalry among schools and sometimes lead to questionable practices when teachers and students are overzealous about winning.

All the organizations mentioned in this chapter are motivated by a sincere desire to serve youth. They are anxious to cooperate with the schools in adapting their programs and training their personnel so that the program of the secondary school may be supplemented, vitalized, and implemented. The following list of criteria are presented as a guide to administrators in selecting, setting up, and supervising activities and to youth-serving organizations in developing their programs and training their personnel.

#### **Criteria for Cooperating with Out-of-school Agencies**

1. National programs should have the approval of national and state departments of education and of leading educational societies.

2. Local groups should have the approval of the majority of the citizens of the community and of its radio and press.

3. The program should be subject to scrutiny and possible modification by appropriate members of the school staff before it is accepted.

4. Outside leaders should meet the same standards as staff members

with regard to leadership, personality, understanding of students, cooperation, speech, health, and knowledge of the subject matter and skills in the activities in which they would be leaders.

5. All outside workers should be subject to the authority of the administrative head of the school.

6. The administrative head of the school must assume leadership and guide the program.

7. The aims and purposes of the out-of-school organization must be in agreement with the school's practices.

8. The programs should complement, enrich, or supplement the school's program.

9. The out-of-school activity must be void of self-interest, of blatant propaganda, and of creed or racial bias.

10. The out-of-school activity must be basically democratic.

**The Community Council.** An effective instrument for coordinating school and community activities is the community council. To be successful the council should grow out of the concept of the secondary school as a center of community activities. It is not enough for the school to conduct evening programs for adults or to permit its auditorium and other facilities to be used on occasion by neighborhood groups. The flow of activities and personnel from the school to the community and from the community to the school should be constant. The initiative for forming a community council should come from the superintendent of schools or the high school principal, and the leadership should be centered in the school board and staff. In independent schools the headmaster will plan the preliminary steps or organization and issue the invitation. He will be supported by members of his board of trustees and assisted by his staff.

Several community councils have developed out of committees to formulate the secondary school's philosophy prior to its being evaluated. One school says, "Since the high school must adapt its program to fit the needs of the community, the school must be guided by a community philosophy." Therefore the principal asked the board of education to invite the parent-teacher association, the elementary school, the medical association, the ministerial association, the chamber of commerce, and the labor organization to send one or more representatives to serve on a community-philosophy committee. The statement of philosophy was presented to the faculty, which approved it; then it went to the student body, which approved it. Each home received a copy for study and approval, and in addition the philosophy appeared in the local newspaper. "Education is a function of a democratic state and since its purpose is to improve the efficiency of the individual as a citizen, it is the responsibility of the community to support and participate in the shaping of the total program

of education through which parents and teachers will cooperatively guide the children.”<sup>3</sup>

In another community the faculty reports, “The feeling of support felt by all who participated (laymen, students, faculty, administration, and Board of Education) was a rich experience in itself.”<sup>4</sup>

In a third community, a joint faculty-parent-student committee set up the purposes and philosophy. In this group there were over one hundred students and eighty adults, working through assembly sessions and questionnaires to arrive at the school’s philosophy. The principal reports as follows: “Operating democratically, the school is dedicated to the development of the individual for effective American citizenship—the maximum possible cooperation is practiced among administrators, parents, teachers, and pupils. Effective membership is achieved by active participation, and constant evaluation and re-planning by staff, parents, and students.”<sup>5</sup>

The foregoing illustrations suggest the membership of a community council. In general, representatives of students, alumni, school board, parents, citizens, religious, patriotic, women’s, service, medical, artistic, governmental, business, labor, and welfare groups should be members of the council. The exact number of members and the specific organizations to be represented will depend upon the community. The council should be large enough to be representative, yet of such size as to encourage free discussion. Although the secondary school principal will probably retain leadership, the project should be community-centered rather than school-centered.

A good way to develop unity of purpose and outlook in the committee, and to make its members aware of its duties and responsibilities, is to conduct a community survey. The community council should be encouraged to draw upon all the community’s resources for this project. Questions about which the committee seeks answers will include:

1. What does our community read?
2. What do we see? Plays, movies, concerts, radio, television?
3. What are the possibilities for employment? Must our high school graduates go elsewhere to find work?
4. What are our youth problems?
5. Are our college-preparatory students adequately prepared for college entrance?
6. Does our school meet the social and recreational needs of youth?
7. How can our community educational resources be coordinated for children, youth, adults?

<sup>3</sup> Jenkintown, Pa.

<sup>4</sup> Chatham, N.J.

<sup>5</sup> Cheltenham, Pa.

8. Are our health services meeting community needs?

9. What are the opportunities for part-time employment of high school students, and how can these opportunities be coordinated with the school's program of vocational education?

10. What local, state, and national resources can be used to enrich the school's activities program?

A community council which attempts too much too quickly or which falls under the domination of a self-interested clique can be disastrous for a school and for a community. Extreme care must be exercised in making appointments to the council; and much preliminary orientation, both individual and group, is necessary before the council can function at all. A good presiding officer must first believe firmly in the value of education, public or private, as the case may be. He needs to be a good parliamentarian, a good speaker, a quick thinker, and possessed of endless patience and tact.

If the council is successful, the following results may be expected:

1. The community thinks together about its problems.
2. The principal can present the school's point of view, its program, and its needs.
3. Committees can plan procedures for solving problems.
4. Committees can develop an on-going program and provide the implementation to carry it out.
5. The staff becomes familiar with the community, not only as a group but as individuals, and knows how they live, think, work, and play.
6. The council can coordinate school and community activities.
7. Committees can develop a calendar of events.
8. The council can plan methods for promoting citizen enthusiasm for the school-community program.
9. Committees can investigate community vocational opportunities, both full time and part time.
10. Students think of schoolwork in relation to community experience.
11. The council can adopt criteria for approving agency and organization participation in the school program.

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own country by packing boxes for children whose fathers are prisoners of war and collecting athletic equipment, textbooks, games, etc., for soldiers overseas. The Red Cross is given publicity by showing Red Cross films, posters, and other promotional materials. Junior Red Cross activities offer an opportunity to learn and serve at the same time.

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## CHAPTER 17

### *Evaluating Student Activities*

Evaluation in the 1920's was primarily a checking-up procedure on what the individual student remembered from his teacher's presentation and his own individual reading; a record of his manipulative skills and ability to reason, and of his skill in speech, music, dramatics, art, languages, science, and mathematics. Examinations by teachers, departments, and school examiners were administered and recorded for reference or future use. Whether the activities had "carry-over" value was of little apparent concern. What pupils memorized and how well they were able to restate it was considered of value. Conformity was the practice. Schools marked for excellence in all or most subject fields. An understanding of relationships was not exacted from the average pupil, and few attained it. Few activities were recorded or kept, except as they appeared on programs or as the records of public debate, plays, musicales, or contests appeared in the newspapers. The chief problem of the administrator was in the field of athletics and contests which involved eligibility and transportation problems.

Because of the emphasis placed upon scholarship, repeated complaints were made by teachers and parents regarding the damage being done to scholarship by students participating in activities. In 1924 Swanson<sup>1</sup> made a comprehensive study of the scholastic success of pupils who participated in activities in comparison with those who did not. As the result of a careful analytical study, he reached the conclusion "that participation does not significantly affect scholastic standing."

Fretwell's<sup>2</sup> study of extracurricular activities was the first significant attempt to put the whole subject before American educators, first as a teacher at Columbia University, to which he drew thousands of teachers who were becoming interested in student activities and other teachers who had been assigned sponsorship over clubs and other activities and

<sup>1</sup> A. M. Swanson, "The Effect on High School Scholarship of Pupil Participation in Extra-curricular Activities," *School Review*, Vol. 32, October, 1924.

<sup>2</sup> Elbert K. Fretwell, *Extra Curricular Activities in Secondary Schools*, Houghton Mifflin Company, Boston, 1931.

were expected to do a reputable job as a sponsor. Then in 1931 appeared his textbook, which became the authority in activities for many years.

In 1926 Koos<sup>3</sup> called attention to the importance of evaluating student activities in his report, "Evaluating Extra-curricular Activities."

In 1929 McKown's<sup>4</sup> *School Clubs* offered a check list for the appraisal of school clubs.

**Rating Devices.** Today, there are many inventories and tests on adjustment, competence, analytical thinking, and attitudes, both social and individual, so that schools may evaluate the varying types of behavior in all kinds of teaching situations.<sup>5</sup>

Educators writing in the field of activities have set up rating scales, score cards, and criteria for evaluating certain activities; among these the most readily available are the following:

1. Criteria for evaluating the home room.
2. Score card for judging club sponsors after one visit.
3. Score card for judging club sponsors at end of semester.
4. Ten tests for school clubs.
5. Criteria for judging a club program as a whole.
6. Criteria for judging an individual club.
7. Criteria for judging assemblies.
8. Criteria for judging programs.
9. Score card for judging a single assembly.
10. Score card for judging a series of assemblies.<sup>6</sup>
11. Evaluating home-room activities.<sup>7</sup>
12. Evaluating home-room programs.
13. Evaluation of club activities.
14. Evaluation of commencement.
15. Evaluation of extra-curricular activities.
16. Evaluative procedures, types of.
17. Interpretation of results.<sup>8</sup>

<sup>3</sup> Leonard P. Koos, "Evaluating Extra-curricular Activities," *Twenty-fifth Yearbook of the National Society for the Study of Education*, Part IV, Bloomington, Ill., 1926.

<sup>4</sup> Harry C. McKown, *School Clubs*, The Macmillan Company, New York, 1929.

<sup>5</sup> Such rating devices may be procured from the following sources:

The Psychological Corporation, 522 Fifth Ave., New York 36, N.Y.

Public School Publishing Company, 509-13 North East St., Bloomington, Ill.

World Book Company, Yonkers-on-Hudson, N.Y.

Bureau of Educational Research and Service, University of Iowa, Iowa City, Iowa

University of Minnesota Press, Minneapolis, Minn.

Science Research Associates, Chicago, Ill.

Bureau of Publications, Teachers College, Columbia University, New York, N.Y.

<sup>6</sup> Joseph Roemer, Charles Forrest Allen, and Dorothy Atwood Yarnell, *Basic Student Activities*, 1, pp. 77-80, 2, p. 244, 3, p. 245, 4, pp. 246-249; 5, p. 250; 6, p. 251; 7, pp. 319-330, 8, p. 324; 9, p. 325, 10, p. 326, Silver Burdett Company, New York, 1935.

<sup>7</sup> H. C. McKown, *Home Room Guidance*, pp. 199-219, McGraw-Hill Book Company, Inc., New York, 1946.

<sup>8</sup> H. C. McKown, *Extra-curricular Activities*, 12, pp. 74-76; 13, pp. 189-191; 14,

The evaluation here is the responsibility of the students and the sponsors, for it is presumed that the students had a voice in setting up the goals to be attained by the home room, school clubs, assemblies, and assembly programs. Teachers, students, and parents assist in setting up objectives in many present-day clubs, assemblies, and activity programs in general.

Earl Rugg,<sup>9</sup> by means of questionnaires, interviews, and conferences, made a report on outcomes from activities, calling attention to many aspects of out-of-school and in-school clubs, as related to adult life.

Brammell<sup>10</sup> made a study in athletics, which related in some detail the problems connected with the administration of athletics.

Reavis and Van Dyke<sup>11</sup> made a comprehensive study of activities which have been a source of many subsequent studies and reports. This report is significant in relation to "carry-over" experiences reported, and judgments of alumni regarding participation in activities are expressed.

In *The Evaluation of Instruction*, Schorling,<sup>12</sup> together with a committee of the School of Education of the University of Michigan at Ann Arbor, approximated the present tendency and attitude regarding evaluation and appraisal.

**The Philosophy of the School.** The philosophy of the school determines in a large measure the type of evaluative program the school must set up. The philosophy is based upon the needs of the individual and the needs of the society of which the school is a part. In this way the school aids in the improvement of society.

The appraisal should be made in terms of the school's objectives.

The evaluation program attempts to provide reliable information on such questions as these:<sup>13</sup>

Are we getting anywhere?

Are we going in the direction of our goals?

Are the different parts of our program or the techniques we use effective?

Are those things we hoped the program would accomplish really being accomplished?

p. 566; 15, p. 695; 16, pp. 699-706; 17, pp. 706-707, The Macmillan Company, New York, 1952.

<sup>9</sup> Earl W. Rugg (ed.), *Summary of Investigation Relating to Extra-curricular Activities*, Colorado State Teachers College, Greeley, Colo., 1930.

<sup>10</sup> Roy P. Brammell, "Intramural and Interscholastic Athletics," *National Survey of Education Bulletin* 17, Monograph 27, U.S. Government Printing Office, Washington, 1933.

<sup>11</sup> William C. Reavis and E. Van Dyke, "Non-athletic Extra-curricular Activities," *National Survey of Secondary Education Bulletin* 17, 1932, Monograph 26, U.S. Government Printing Office, Washington, D.C., 1933.

<sup>12</sup> Raleigh Schorling and others, *The Evaluation of Instruction, the Broader Concept of Appraisal*, University of Michigan, Bureau of Educational Reference and Research, Ann Arbor, Mich., 1939.

<sup>13</sup> J. Paul Leonard, *Developing the Secondary School Curriculum*, p. 489, Rinehart & Company, Inc., New York, 1946.

**Is the educational program making the actual changes in the pupil behavior in the direction of the specific objectives?**

Periodic checking will indicate places where improvements are necessary. The methods employed need to be studied to determine the successful as well as the unsuccessful procedures used by the staff.

A most significant community approach toward evaluation is the report of a committee of representative citizens of Jenkintown, Pennsylvania, who prepared a statement of the philosophy of the school for the evaluating committee of the Middle States Association of Colleges and Secondary Schools, dated June 8, 1951. This statement represents the group thinking of the entire community.

*Report of the Jenkintown School Philosophy Committee to the  
Steering Committee on Self-evaluation*

The basis of the American system of free public education is to be found in the democratic doctrines and principles of our nation and in our religious heritage. The American free public school was conceived as a social institution to provide equal opportunities in education for all the children of all the people. We reaffirm the belief that our schools were instituted for the enlightenment, education and advancement of each generation of Americans.

Since education is a function of a democratic state and since its purpose is to improve the efficiency of the individual as a citizen, it is the responsibility of the community to support and participate in the shaping of the total community program of education through which parents and teachers will cooperatively guide the children.

The aim of education is the fullest possible development and adjustment of each individual to a desirable environment. Therefore, the program of education must result in developing in its citizens the necessary knowledge, skills, character, habits, morals, ideals and attitudes essential to the perpetuation and improvement of its society and to the enrichment of the individual. This aim of education is accomplished by recognizing and providing for the developmental needs of children and youth in the school curriculum. These developmental needs arise from three sources; the demands of society, the processes of growth and maturation, and the objectives of self-realization. As these needs are recognized and met, integrated and stable personalities are built and good citizenship achieved.

It must be recognized that the school program cannot and should not be expected to meet all of these needs completely. The welfare of boys and girls requires extensive cooperation of home, church, school and community in a co-ordinated and over-all program of youth services. The school must do well those things which are within its specific function and stand ready to encourage and assist the other social institutions to make their unique contributions.

The objectives of teaching, then, can be stated as:

1. Developing the skills, techniques, and attitudes for intelligent participating citizenship through the day-by-day solutions of the problems of individual

and group living. Acceptable and ethical procedures for social action must be a concomitant of such a program.

2. Developing a sense of responsibility for participating constructively in maintaining the welfare and proper functioning of the institutions of home, church, government and other worthwhile agencies of society.

3. Developing an understanding of and a wholesome attitude toward life and the problems and processes of human living, reproduction, growth and development.

4. Building a strong, vigorous, and healthy body and mind; an understanding of and a wholesome attitude toward one's body and one's role in life.

5. Assisting each child to recognize and achieve a satisfying degree of self-realization.

6. Helping boys and girls achieve status and acceptability and to have satisfying social experiences with their age-mates.

7. Developing an alert and trained mind to which critical and reflective thinking is habitual, and an understanding of scientific laws which control the universe.

8. Developing competence in reading and interpreting, competence in clear and rational expression in communicating with others, and competence in using computational skills to solve problems of living.

9. Preparing for a useful and congenial vocation based upon an understanding of economic principles, the work of the world, the economic interdependence of people, together with adequate vocational training.

10. Developing a vigorous and stable personality that is capable of adjusting to the pressures and stresses of modern living. Such a personality should be based upon a knowledge and acceptance of moral, ethical and spiritual values and an appreciation and understanding of the process of change.

11. Helping boys and girls to develop affection and respect for adults without being emotionally dependent upon them.

12. Developing respect, tolerance and ethical relations in dealing with others.

13. Developing the powers of appreciation, enjoyment and creation of beauty, expression, and wholesome leisure activities.

14. Promoting faith in a higher power and a belief in the fundamental goodness of mankind and the sanctity of each human individual.

15. Building an understanding of the mores and conventions which regulate human behavior.

16. Developing an appreciation of the home and family as a basic unit of society and the responsibilities of family members for wholesome, happy living together.

17. Developing an appreciation of our cultural heritages and our natural resources, and the necessity for their proper use and conservation.

18. Developing an appreciation of the joy and satisfaction of work well done.

To implement such a program of education the school must:

Provide a healthful, interesting, friendly, challenging and comfortable environment in which to learn.

Provide for the effective use of community resources for learning and enrichment.

Provide alert, well integrated and whole-souled teachers to assist the learning.

Provide freedom so that children may learn those things most significant and needful to them.

Provide the common learnings which our society demands of all its members.<sup>14</sup>

The Cheltenham Township High School, Elkins Park, Pennsylvania, used a faculty-student-parent committee to study its objectives and program in preparation for its evaluation, and reports most favorably on the beneficial results of this joint endeavor.

Everett V. Jeter, Principal of the Chatham High School, Chatham, New Jersey, reports enthusiastically upon the use of what he calls "a lay group" in the study of the school's objectives, program, and student needs. He reports the following results of the committee's work: <sup>15</sup>

1. Excellent public relations resulted. Public interest was aroused.
2. The opportunity was afforded to inform the public of school accomplishments as well as its needs.
3. A better understanding of the problems confronting each group developed.
4. It gave the professional group and the lay group a broadened view of education as the study progressed.
5. It gave students a feeling of actually participating in school problems. It gave them actual experience in taking part in community activities.
6. It gave the faculty a feeling of confidence because of community understanding and support.
7. It gave the community a feeling that the professional group was not only open to suggestions, but welcomed them.
8. It gave practical, down-to-earth suggestions of lay members with recent experience in other communities and with other contracts, and proved beneficial in adjusting courses and methods in various departments.
9. Research done on various questions, i.e., core curriculum, janitorial staff, etc., was most beneficial.
10. The feeling of support felt by all who participated (laymen, students, faculty, administration and Board of Education) was a rich experience in itself.
11. The year spent in self evaluation with the assistance of the lay group and students was such a helpful and valuable experience that the actual evaluation by the visiting committee proved to be disappointing.
12. Many of the suggestions worked out in committee have been put into practice with excellent results.
13. A long-range plan of improvement was developed to be carried out when funds are available.
14. This type of planning with the community backing which we are now sure of cannot help but pay dividends in Chatham's educational plans for the future.

<sup>14</sup> R. W. Bell, letter to the authors, Jenkintown, Pa., Sept. 19, 1952.

<sup>15</sup> Everett V. Jeter, letter to the authors, Chatham, N.J., Sept. 23, 1952.

**Trends in Evaluation.** The more recent aspects of evaluation show the following trends:

Evaluation should be made in terms of the changes which have actually taken place in boys and girls.

Changes which are being studied include interests, attitudes, and other dynamics of behavior and conduct, as well as knowledge; in other words, how do students think, feel, and act?

Evaluation should be a continuous process over a period of time long enough to measure the slowly maturing behavior patterns; if education is a continuous modification of behavior, then a continuous appraisal must be made, for a cumulative story of personal growth and development is needed.

Each school has its own set of objectives, and therefore the outcomes will vary widely, especially when individual differences in widely scattered situations are recognized.

The effect of the evaluation process on teaching and learning promotes further study and analysis.

There will be a continuous self-evaluation on the part of students, faculty, and the administration; this practice must be emphasized and re-emphasized.

A wide variety of methods of appraisal of student growth must be used, including observation of students in as many natural situations as possible.

It must be remembered that evaluation is not merely a testing or an end product; instead, schools are learning where they stand, what goals they have attained thus far, and how and in what direction they will develop the school plan. New procedures and new techniques must be found and used; thus, too, the school must find ways to alter and revise their goals and to raise new goals, not for rating, but to attain further achievement.

### EVALUATIVE CRITERIA

The Cooperative Study of Secondary School Standards attempts to improve the bases and the means of accrediting secondary schools. By the use of *Evaluative Criteria*, objective bases have been set up for ranking the many phases of the secondary school in relation to other similar schools; the committee aims (1) "to determine the characteristics of a good secondary school, (2) to find practical means and methods to evaluate the effectiveness of a school in terms of its objectives, (3) to determine the means and processes by which a good school develops into a better one, and (4) to devise ways by which regional associations can stimulate and assist secondary schools to continue growth."<sup>16</sup>

<sup>16</sup> *Evaluative Criteria*, Foreword, p. iii, Cooperative Study of Secondary School Standards, Washington, 1950.

*Evaluative Criteria* has stimulated interest on the part of principals, faculties, and communities in school improvement by pointing out both the strong and the weak points in the secondary school. The *Criteria* encourages the school to consider the needs of its students and to decide what it ought to be doing and how well it is succeeding in what it attempts to do. What one can do is not nearly as important as what one does do.

**The Pupil Activity Program.** The pupil activity program is one of the ten major aspects of evaluation. Below are presented the guiding principles and summaries of each of the twelve items included in Form E: pupil activity program of the *Evaluative Criteria*.

*General Organization of the Program.* Fourteen statements are offered for faculty and committee to check, such as the following (No. 1 is taken from the check list of fourteen). Many of the ideas presented here are embodied in the statements presented for evaluation.

- ( ) 1. The general objectives of the pupil activity program are formulated co-operatively by representatives of groups (including pupils and teachers) who are responsible for its success.

Schools having activity programs should provide one or more sponsors for each activity who should supervise and assist in evaluating it. The programs should be well planned and should be conducted at a specific time and in a specific place. The students should assist in the planning and share in the organization, management, and evaluation of the activity; the amount of participation should be adjusted by pupil and sponsor.

Cumulative records should show the student's participation. Programs of activities, contests, etc., should be preserved and used for evaluation and the improvement of the activity program.

The calendar of activities and the activity programs should be available on bulletin boards in the office of the principal and of the director of activities for the guidance of sponsors, students, and other interested persons.

Democratic procedures should characterize the organization of the program, the selection of the members, their participation, and the management of the activities.

*Pupil Participation in School Government.* Twenty statements are presented for faculty and committee to check (No. 1 illustrates the approach).

- ( ) 1. Provides opportunity for all pupils to participate in a representative form of government.

Many of the following ideas are embodied in the check list.

Each student has the opportunity to participate in a representative, democratic body with a defined degree of authority under sponsorship which provides guidance and direction. The students, who are aware of



the responsibilities, share in operation of the organization together with the faculty and the administration.

Any pupil may run for office, and all nominees are picked from the student body by the students themselves. The officers, likewise, are chosen from the student body, by the students.

Elections are properly supervised; and when officers are chosen, they assist in setting up policies governing pupil conduct and care of property, and supervise other organizations, publications, awarding of honors, and operation of intramural programs.

The student council, as a social agent, meets new students and acquaints them with the school life and the school's activities.

The school government or student council meets regularly during the school day during a period provided for the meeting.

*Home Rooms.* Eleven statements somewhat like No. 1 follow for faculty, then committee, appraisal.

( ) 1. Home room activities are characterized by pupil planning and action.

There was a time when the home-room period was a "checking-in" period for announcements, attendance, and other routine matters. Today the home-room period is an activity period for a more satisfactory and a more profitable adjustment to the life of the school.

As an activity period, it is characterized by committee and group organizations; plans for home-room programs are made by pupil-faculty committees for home-room use or for assembly productions or parent-teacher meetings.

The home room is the source, as it were, of the school's activity programs; each home room has its member or representative on the student council. The home room is the source of educational and vocational guidance. In the home room there is an abundance of all sorts of material for conference and guidance. That the best possible guidance may be given, each home room has a cumulative record for filing many types of evidence: social, scholastic, physical, activity, and health records.

Not more than thirty pupils should be assigned to each home room, unless other sponsors assist in the work of the home room. One full period per week seems inadequate for the best and most desirable personal and social traits to be developed; and if there are thirty or more, individual participation is lessened.

*School Assemblies.* Nineteen statements relative to assemblies appear on the check list for faculty and evaluation-committee checking. Number 1 appears below.

( ) 1. A school assembly committee is in charge of the general development and organization of school assemblies.

The time has passed when the faculty of the secondary school set up the programs for the school. Today both faculty and students comprise the assembly committee, with a faculty member serving as a coordinator unless the school has a faculty coordinator of activities who is responsible for the general nature of the assembly programs.

Programs must meet a wide variety of needs and interests, but with the following list to draw from, there should be no lack of variety: the art department; the home-economics fashion show; "What's New in Science?" school publications; the drama department; the speech department; music—vocal and instrumental; agriculture; the home-room series; the commercial department; and physical education—boys' and girls'.

In many schools the community participates in programs of discussion and song; in others the problems of the community are discussed together with community policies. Radio, television programs, and panel discussions are popular. Student-council nominations provide much fire and spirit. Programs should prove both educational and inspirational.

Assemblies should occur weekly and should be a full period or more in length.

*School Publications.* By its very nature school publications must be adequately supervised, since what is published by the school should be considered by the community as correct and authentic. Students develop a sense of responsibility for the material and its presentation.

Publications train in self-expression and may be an outgrowth of the English department; moreover, publications are associated with the entire field of activities, coordinating its many phases.

The applicants for staff membership are carefully selected by the faculty and administration. Since the activities associated with publications are so widely diversified, many students are interested.

School publications provide cooperative relationships with other schools, provide proper home and school contacts, and provide good school and community relations.

The school circulation, as well as the community circulation, should be relatively high, but the publications should be inexpensive.

The best workmanship in school publications requires that the materials, the equipment, the workshop, and school time should be provided. Cooperation with other schools and with scholastic press associations will be of much assistance.

*Music Activities.* It is advantageous to students and to the general purposes of the school program to differentiate between the music activities and the music courses of the school. The activities may be regarded as being voluntary, while the courses are associated with the curriculum offerings.

Certainly the music program should attempt to meet the needs of youth

in appreciation, in general knowledge, and in the particular skills. It should provide a wide variety of experiences in voice, instrument, solo, ensemble, and group study.

The general courses meet in regularly scheduled classes during the school day; the elective courses should be available, if possible, during the daily schedule, and all courses and groups should be scheduled a sufficient number of periods per week and receive enough time to meet student needs.

In the voluntary music activities a sufficient variety of activities should be offered, based upon the degree of efficiency of the individuals or groups. In many instances the out-of-school interests should be considered, and the activities in school might be coordinated with them.

To be most effective, specialized counseling is needed to guide and direct students in the proper selection of activities and to determine the amount of their participation in the voluntary activities.

Music in school and out of school should be so popular and interesting to nonparticipants that they should manifest some enthusiasm for the school's music program; a sufficient variety and extensive participation will create this loyalty and enthusiasm for the program.

*Dramatics and Speech Activities.* In speech and dramatics, as in music, coordination is necessary between the required courses and the voluntary activities, which must be adequately supervised by skilled teachers and counselors.

In addition to the required courses in oral and written English and literature, and a wide variety of elective curricular offerings, the activities program provides an extensive and varied series of activities leading to use of the library and reference materials. In the language arts—writing, speaking, listening, and diction—the activities program will stress individual and group experiences in choral reading, discussion, debate, extemporaneous speaking, radio, and television wherever possible.

In the dramatic and speech activities students should write and produce dramatic productions; they should participate in a variety of stagecraft experiences. They should be encouraged to produce their dramatic efforts before the community, to attend good plays in their own community, and to give prepared speeches and debates before the community. Provision should be made for the slow or deficient readers and speakers. Dramatic opportunities should be provided for the many, not for the gifted few. The English and speech departments should be coordinated closely, so that the equipment of one is available for the other.

The dramatic and speech interests and abilities of the pupils must be adequately met; the selection of dramatic productions and their performance should be satisfactory and thoroughly acceptable to the local community.

**Social Life and Activities.** Today individual and group training in attitudes, experiences, and the ideals of wholesome social activities is essential, especially in secondary education. Not only are present needs to be met, but training for the future needs of family life and living must be provided.

Provision should be made for dancing, banquets, and rallies; and in addition, opportunities should be provided for smaller social groups, for games and recreation, for parties, for informal dancing lessons, etc.

The pupils and faculty should plan the social programs, which parents and patrons might attend, such as formal and informal teas, receptions, parties, and rallies.

Pupils need to know the socially accepted rules associated with transportation by train, air, and boat; hotel-room and meal service etiquette and deportment; and camping and hostel practices. They must learn the manners expected of them as individuals and as members of groups of both sexes.

Many pupils feel the need of learning proper procedures in dating, chaperonage, and "going steady"; they want to develop desirable social interests and attitudes, and to acquire information regarding appropriate dress on social occasions.

Fraternities and sororities and other exclusive clubs and organizations interfere with the democratic practices which are necessary for the proper functioning of the activities program. Many schools bar members of these groups from office holding in secondary schools.

Schools should be concerned about the amount of planning and the extent of pupil participation in the social activities of the school, and especially the conduct of the pupils at social affairs.

**Physical Activities for Boys.** Physical education is provided for boys at all grade levels, with sufficient periods per week that are long enough to include time for showers and dressing. Individual needs should be ascertained, and where there is need for corrective exercises the school should provide such remedial treatment.

Equipment for motor skills, adjusted to individual needs, interests, and abilities, should be provided. A goodly variety of games for indoor and outdoor exercise is a necessity, as is apparatus work for individuals who need it.

Intramural experiences in a variety of sports should be offered to boys, especially those activities which have "carry-over" value. Camping experience has particular value. Periods for rest and relaxation should be provided, depending upon the individual's needs.

Proper facilities are needed for school and community use—outdoor areas, indoor courts, gym space, a swimming pool, drinking fountains, showers, and toilets.

The physical activities are a part of the total program, but the activities must not be overdone; and to avoid overparticipation supervision is necessary. Students should be encouraged to participate in interscholastic, and especially in intramural, activities, which offer opportunities to many more students and by means of which many interscholastic abilities are discovered. Ample records must be readily available.

The students should cooperate in the control and administration of the school's physical-education program, in which at least the minimum state requirements should be met. Relationships with other schools should promote friendliness and good sportsmanship toward rival teams. Competing teams of varying abilities, size, and weight should be encouraged.

Above all else, precautions should be taken to prevent exploitation of players, for health and safety are paramount.

*Physical Activities for Girls.* Physical education for girls is required of all, the number of periods per week and the length of periods varying with the schools. The length of the periods is important, for girls must shower and dress during the time scheduled. Opportunities should be provided for corrective exercises.

Girls must be familiar with the biological implications of the physical-education program, the significance of the various tests associated with corrective exercises, etc. They should choose the activities appropriate to their needs and interests and assist in planning, conducting, and evaluating activities. They will need ample reference material, equipment, games, charts, and testing devices. Evaluation is a definite part of the teaching-learning activity; therefore adequate records should be available.

Physical activities for girls should be largely voluntary. The physical activities chosen by the girls should not be overemphasized, but related to the needs of the individual girls. Many teams, made up on the basis of size, weight, and ability, are advised.

The intramural program should be prominent, and those games and sports which can be continued after graduation should be encouraged. Cooperation on the part of the community is most desirable.

To participate in interscholastic sports, a physician's certificate is essential. Sports should be conducted according to the approved standards of the National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation.

Ample measures should be taken to protect the health and safety of the participating girls. Their emotional needs must also be safeguarded.

*School Clubs.* School clubs grow from a felt need. When a group recognizes its mutual need, a club should be authorized by the student council or the administration of the school. If at any time the need ceases to exist the club should be discontinued.

When clubs are proposed for charter their purposes should be known by all the students. Membership in clubs should be voluntary.

The activities of school clubs are integrated with other activities of the curriculum and with the community clubs when it is appropriate to do so. Club meetings should be regularly scheduled with regular meetings, weekly or bimonthly, during a school period. Definite and ample records should be kept, indicating the contributions made by the individual members. These records should be transferred to the permanent or cumulative records of the students. Club programs should be student-sponsored and cover a semester period. The weekly programs should be posted in sufficient time to avoid confusion. If the sponsor is unable to be present, a substitute sponsor officiates.

Clubs should vary in size. If there are too many applicants for a club, two clubs should be formed, one for beginners and one for the more advanced students. Every opportunity should be given for hobby clubs and those associated with leisure-time interests.

From time to time each club should be evaluated, or it may evaluate itself to ascertain if it is accomplishing its set aims and goals.

*Finances of Pupil Activities.* It is a common practice to establish a central place for control of all pupil activity finances. Many schools keep an accurate account of receipts and expenditures on a day-by-day basis. All purchases are itemized, and receipts recorded. Each month the bank balance is posted. A member of the faculty of the school is sponsor of the activity-finances group and is properly bonded.

The students and the teachers participate in the management of student finances; the forms used by the school in its accounting are approved by the school and in many instances by the banks with which the school transacts its banking.

The student-faculty sponsor makes an equitable distribution of the activity funds. The purchasing of tickets, forms, etc., is properly authorized; drives for additional funds are under the same student-sponsor control. Reports are issued to each activity regularly, showing receipts and expenditures; these are posted systematically.

School clubs follow democratic procedures; *Roberts' Rules of Order* is the guide for conducting a business session. Members of fraternities or sororities should not be admitted to school-club membership.

No money should be raised through activities unless the activities themselves are educationally justifiable; many attempts are made and many excuses offered to solicit additional funds for activities, but the student-sponsor decides if the drives are educationally sound.

Provision is made for auditing the pupil activity accounts, with students and faculty sponsor participating.

## RECORDS

**Anecdotal Records.** The records of students, in general, stress achievement in subject matter rather than provide information about those matters which relate to patterns of behavior—information which is so necessary in counseling students about their character and personality development. Counseling must be based upon observations of the individual student's activity patterns over a period of time. Individual behavior, to be definite and reliable, must be continuously recorded.

What is an anecdote? Briefly stated, it is a record of some significant item of conduct, an episode, a picture of a student in action, an event that reveals something which may indicate a personality trait.

An anecdote may be a single record, or it may be an observation accompanied by an interpretation; a third type may be the record of an observation with a recommendation directed to the student or to some official. Anecdotes should have a real or usable value, for anecdotes are of no value if they cannot be used.

*Characteristics of Anecdotes*

1. Anecdotes are objective, as objective as a motion picture, for they record the things that happened. It is a record fully stated before any attempt is made to analyze or interpret the incident.

2. Anecdotes are as subjective as an artistic photograph, for they limit themselves to a center of attention.

3. Anecdotes are frank records, but the dates and sequences are of marked significance.

4. Anecdotes are carefully phrased in order to be understood by others.

5. Anecdotes often depend for their importance upon their cumulative weighting. A number of seemingly minor individual items may lead to a major diagnostic conclusion.

*Use of Anecdotal Records in Evaluating the Activity Program.* Anecdotal records may be used in at least three ways:

1. They may indicate individual growth and development and be used in guidance. A chance remark in a review made in a literary club indicated a student's interest in verse speaking. A series of activities was planned for the student, during which time his superior, but formerly hidden, talent developed. His success also developed his latent quality of leadership. Other students became interested, and under his direction a verse choir was formed. A series of anecdotal records kept by the club sponsor was useful to the guidance counselor in his discussion of college work and a career with the student and his parents.

2. They may indicate the development of group dynamics among the

members of any activity group. A necessary condition to the successful functioning of a home room is a unified group. A series of recorded observations of the fluctuations of student friendships and student tensions in the group, and of individual and group interests and dislikes, will furnish leads for program planning and for grouping students into working committees.

3. Anecdotal records may indicate the fluctuation of interests within the group. Weekly records of student approach to an activity in multiple-project clubs, such as Red Cross, boy scouts, games, or arts and crafts, may indicate the necessity for a shift in program, to recapture the waning interest of the members and may save the club from complete disintegration.

**Cumulative Records.** Cumulative records provide an overview (1) for the activity sponsor who wishes to study student response over a period of years, (2) for the home-room adviser in planning class and extraclass programs for students, and (3) for the principal or director of student activities who wishes to get a wide-angle or long-term view of the whole student activities program.

1. Sometimes sponsors who have an abiding interest in an activity forget that student interest may be rather short. Brief annual summaries of the activities year by year will show the circumstances under which they are successful and will predict future chances for success.

2. The home-room adviser will need cumulative records not only of the degree of attainment in school subjects, but also of the variety of activities participated in by the student and his success in them, in order to plan an enriched, varied, and stimulating program for each student.

3. Through cumulative records the administrator can secure an overall view of the activities program at any period, or a perspective of the program over a period of years. He can study the comparative success of club sponsors; the relationship of the vitality of the program to student abilities, interests, and needs; and the program's points of greatest strength and weakness. This material will be helpful in evaluation and future planning.

To be effective, cumulative records should be uniform, objective, and factual summaries and should be made at regular intervals.

Since education is an on-going process, its evaluation should be continuous. The cooperation of the entire community in student activities will eventuate in a vitalized activity program that will keep abreast of community interests and needs and will pulsate with the energy and enthusiasm of youth.



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